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ABSTRACT

Language development activities for the educable mentally handicapped are explained. Lessons are presented for units in listening, oral expression, handwriting, and written expression. All lessons delineate scope, instructional objective, level, activity, resource materials, and variations. Additional activities and equipment are listed. Also, experiences conducive to language are described and means of integrating language into the curriculum are considered. Materials for each unit are appended. (JD)

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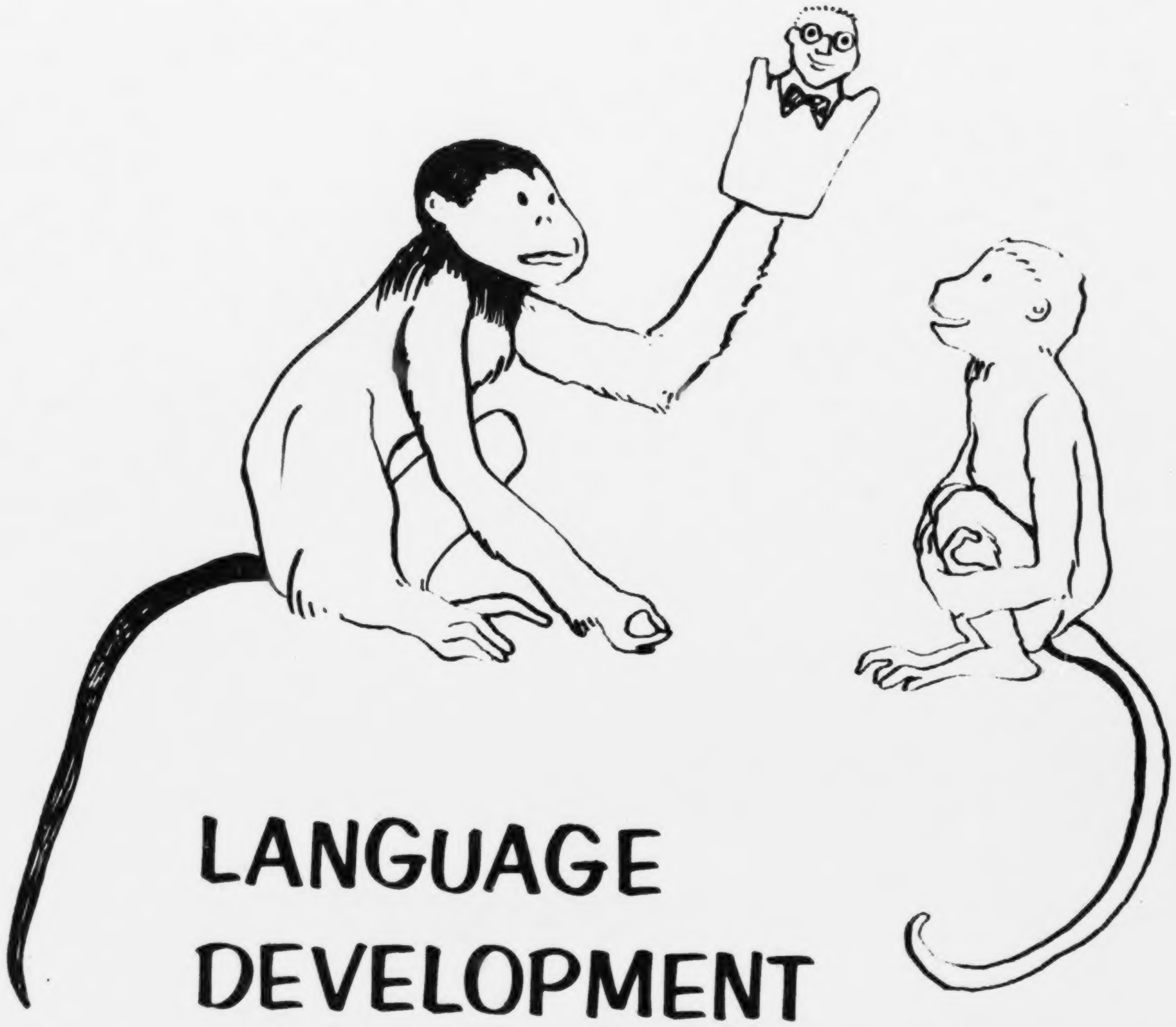
SPECIAL EDUCATION CURRICULUM DEVELOPMENT CENTER -
AN IN-SERVICE TRAINING APPROACH . . .



LANGUAGE DEVELOPMENT ACTIVITIES

for the Educable Mentally Retarded

A Cooperative Program Involving The Iowa State Department of
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April 1970

LANGUAGE
DEVELOPMENT
ACTIVITIES
for the
EDUCABLE MENTALLY RETARDED

Special Education Curriculum Development Center - an in-service training project.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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INTRODUCTION

LANGUAGE DEVELOPMENT ACTIVITIES FOR THE EDUCABLE MENTALLY RETARDED

The goal of education for the educable mentally retarded is the development of a relatively self-dependent human being. The teacher guides the pupil toward using his potential to learn and toward raising his level of development, by helping him acquire the skills that are necessary for him to become self-dependent socially and competent vocationally. The language arts curriculum is used by the teacher to aid the educable mentally retarded in building the skills which he will apply in his problem-solving, in his critical thinking, in his social contacts and on the job.

Education is a process of communication and language arts is the range of processes through which people communicate: listening, thinking, oral expression, written expression, handwriting and reading. Through communication the pupil gives and receives information which enables him to understand life around him and gain meaning from his experiences.

The pupil of average mental ability comes to school equipped with speaking and listening skills adequate to further his education; the educable mentally retarded pupil usually does not. The retardate's experiences in listening (listening can be defined as hearing plus comprehension) are limited in both range and quantity. His capacity for incidental learning is limited and so he requires direct and consistent teaching in aspects of language which other children learn through their daily contacts with people.

The educable mentally retarded must be taught to listen effectively for instruction, for information, for understanding and for enjoyment. He must be provided with listening experiences so he will learn that language has significance for him.

He must learn to speak understandably and associate words with their meanings. Oral expression will be the retarded child's primary means of communication and the area in which he can make the most progress. Adequate oral communication is necessary for adjustment to and acceptance in society. Speech is for self-expression, to convey thoughts, to exchange ideas, and for explanations. It is influenced by the child's physical, emotional, social and intellectual development.

Effective speech seems to be correlated with experiences. The retention and the perception of experiences in the educable mentally retarded's background are less than that of the normal child's. Therefore, the oral communication of the educable mentally retarded is limited and needs special attention. Providing the experiences and the consequent verbalization of these experiences are necessary for the encouragement and development of oral expression. Much of the growth in listening and speaking skills depends on the teacher's flexibility and awareness of opportunities in the classroom through which she can develop the pupil's language.

As the child grows, his need to master spoken and written language also grows. Written expression should be purposeful and should be developed as extensively as the child's capacity allows. Written expression is an extension of oral expression. It, too, increases the independence of the child by adding the skill of self-expression in written form to the skill of receiving ideas, thoughts and explanations, and expressing them orally.

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The language arts curriculum pervades the whole school day. The skills of listening, of oral and written communication and of handwriting can be integrated into all subject areas. However, the fact that language arts is integrated into the curriculum does not mean that it will be incidental to the curriculum. Language arts activities need direct teaching and students must realize the need for such activities and the need for communication.

The primary goal of the teacher is to provide an atmosphere which is conducive to developing communication. The retardate may not have developed communication skills because of a punishing or rejecting atmosphere as well as because of a slower or inadequate development. The atmosphere which should be provided is no different from one which enhances effective learning in all areas. It is a relaxed atmosphere, yet one in which the teacher realizes that the pupil is capable of further learning and that he is capable of improving his performance. The teacher's goals for the pupil should not be too low.

The environment should be conducive to free expression which stimulates oral communication. To provide an atmosphere in which the pupil feels free to talk, the teacher must accept the pupil's functional level of attainment, must accept the pupil as a worthwhile person, must be a non-critical model of good speech and must arrange the school environment so that oral communication is necessary and natural. All attempts at oral communication should be rewarded. The teacher should emphasize communication rather than articulation, wait for the pupil to respond to questions rather than answer for him and she must encourage the pupil to verbally state his needs.

The language arts are the basis of the total school curriculum, aimed at making independent human beings capable of supporting themselves and capable of having satisfying social relationships. The language arts curriculum usually includes listening, oral communication, handwriting, written communication, spelling and reading.

The areas of spelling and reading are not covered in this document. There are a variety of approaches that may be taken in the teaching of spelling and there is diverse opinion concerning the importance of spelling in the curriculum. there are numerous methods that can be used to teach the retarded to read. Because of the vastness of both of these areas, it is felt that reading and spelling should be the subjects of separate documents.

ACTIVITIES

LISTENING

ORAL EXPRESSION

HANDWRITING

WRITTEN EXPRESSION

SOME EXPERIENCES CONDUCIVE TO LANGUAGE

This section contains expanded activities or lesson plans, lists of activities and materials plus some ideas on using experiences to develop language. The activities and lists are placed in the four areas of language development covered in this document: listening, oral expression, handwriting and written expression.

These four areas of language are flexible. The activities in the written expression section can be used easily for handwriting. Many of the activities in written expression can be used, with minor changes, for developing oral expression and vice versa.

The activities are listed within each of the four areas, according to the grade level for which they seem most appropriate: primary, intermediate or advanced. These areas are also flexible. The teacher's judgment is the best guide to the appropriateness of the level for the students. Many of the activities can be modified or expanded. There are no handwriting activities listed for advanced students. The activities on this level should be functional. Therefore, writing skills can be developed by using the activities listed under written expression.

The lists of additional activities and materials are placed after the lesson plans. These lists can help the teacher enlarge her repetoire of activities and give her an idea of the equipment that would be useful. The experiences which can be used to aid language development are at the end of the activity section.

The teacher should realize that this document does not exhaust the possibilities for activities or lesson plans in language development. It is a sampling of the many activities and techniques which she can use with her students.

LISTENING ACTIVITIES

LISTENING

The first skill to be developed in language is that of listening. Most of the young normal child's and most of the retarded child's learning is gained through listening. It is most important for the mentally retarded child to become a good listener since he will never be as proficient in reading as his normal contemporaries, nor will he be as able to rely on reading for information.

He cannot be a half-listener who does not attend to all of the message being conveyed to him. He cannot be a passive listener who permits the information he hears to "go in one ear and out the other." He must be an active listener. He needs to react to what he hears. He must do something with what he hears so that his chances of retaining the information are increased.

The teacher has to help the pupil form habits which facilitate listening. The mentally retarded child may have learned not to listen because he was punished when he made incorrect responses to misunderstood questions or because he grew accustomed to not understanding others. What he did learn was not to care. Therefore, the teacher needs to provide an atmosphere which helps the pupil be enthusiastic rather than apathetic and yet, at times, to be able to sit still and to be quiet.

Good listening habits can be developed and poor habits can be improved upon through training. Many of the activities in this document provide opportunities to improve the student's ability to listen. The teacher encourages the student to listen with his full attention, if the pupil realizes that instructions are not routinely repeated. Through providing an atmosphere which is conducive to listening and one which provides experiences in listening, children learn to listen and learn that they need to listen for enjoyment, for understanding, for directions, and for warning. An atmosphere which is conducive to listening and language development, is conducive to learning. It is an atmosphere in which both teacher and pupils are relaxed, perhaps freer than in the regular classroom. The children should be encouraged to visit, to talk and to listen to one another.

Monkey in the Mirror

LESSON #1
SCOPE OF LESSON: To give practice in listening.

LEVEL: Primary

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to show an understanding of the teacher's verbalized directions by making appropriate facial and physical responses.	Give each pupil a small hand mirror. Instruct him to look into the mirror and find the "monkey." Tell the students to listen very carefully and make the monkey do as you say. Examples: *Blink eyes* *Smile* *Wrinkle nose* *Blow* *Suck in cheeks* *Stick out tongue* 	Hand mirrors	1. Have older students respond to more complicated directions: Group Response: "Stand behind (in front of, on) your chair." Individual Response: "Bring me a book, a piece of chalk, and a pencil." 2. Give students commands to respond to in a situation, rather than in isolation. Example: A mixed up story: *"Listen very closely to this story. Every once in awhile I am going to ask one of you to do something.* *"Once there was a little boy and (Stand up, Gary.) he went to the store for some (Scratch your nose, Allen.) bread, milk and cheese.*

Directed Listening

LESSON #2
SCOPE OF LESSON: To have students listen for specific sounds in records or tapes.

LEVEL: Primary

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to indicate the detection of specific auditory cues, by raising a hand when the cue appears on a record or tape.	Have the students listen very quietly for certain voices, sounds or instruments. When they hear that particular sound they are to raise their hands. An alternative would be to let the children listen to the recording first. Have them describe what they have heard. Then play the record again and give some directed listening instructions.	Various records, recordings or tapes to be used for listening activities Record player or tape recorder Examples: Records: *''A Hunt in the Forest''* *''In a Clock Shop''* *''Peter and the Wolf''* *''Rusty in Orchestraville''*	For older students use instrumental records with music fostering auditory imagery. The students can listen for such things as: specific instruments, changes in pace or type of music. Examples: *''The Four Seasons'' - How did the spring music differ from the winter music?* *''Night on Bald Mountain'' - Raise your hands when the music seems to tell you a storm is coming.* *''1812 Overture'' - What part of the music sounds like the Lone Ranger or horses galloping?*

You Must

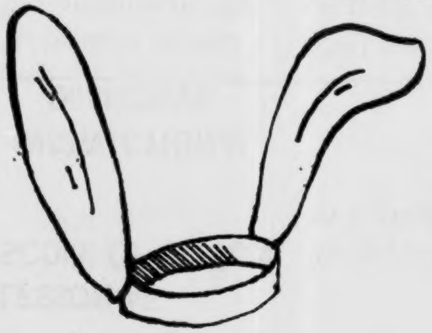
LESSON #3
SCOPE OF LESSON: To play a game involving listening. **LEVEL:** Primary

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to listen for instructions with a determining cue by following various directions.	Have the students form a circle around you. Instruct the children to follow only the directions preceded by "You must." Some directions to use: *Walk forward* — *Hop on one foot* *Bend forward* — *Stand tall* *Jump up* — *Turn around* *Walk backward* — *Touch your toes* *Clap your hands* — *Touch your nose*	None	1. Have children respond to "Do this," but not to "Do that." 2. The more familiar format of "Simon says," may also be used. 3. A puppet may give the directions, "Bozo says." When the children need a change-of-pace they can play this game next to their seats.

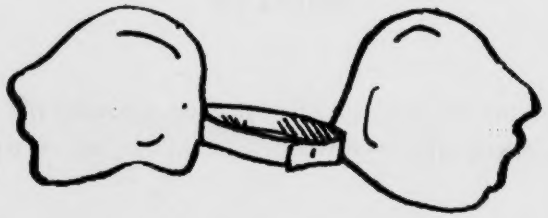
Listening Ears

LESSON #4
SCOPE OF LESSON: To emphasize the importance of listening.
LEVEL: Primary

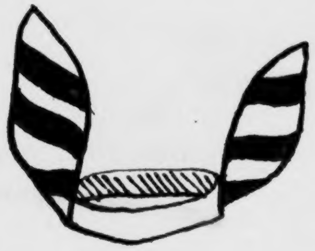
INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to construct a set of animal ears from paper provided by the teacher and to use them when participating in listening activities.	Capitalize on a lapse in listening habits by asking, ''What helps us listen?'' ''How can we be better listeners?'' ''If we had another set of ears would we listen better?'' Then allow each pupil to choose an animal whose ears he would like to wear. Provide appropriate colored construction paper and a pattern, if necessary. The students can paste or staple the ears to the headband. The headbands are then stapled to fit the pupil's head. When everyone has finished constructing his ears, each pupil can stand and tell the others what animal he represents. Then, wearing his ears, the class can listen to a story read by you. The ears can be lined up on a shelf ready to be worn during each listening activity for the next few days.	Construction paper cut in squares for ears and strips for headbands Paste or staples Scissors	



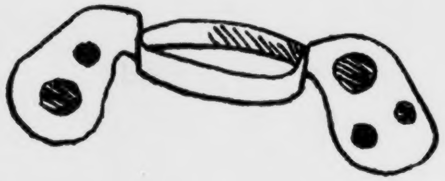
RABBIT EARS



ELEPHANT EARS



ZEBRA EARS



PUPPY EARS

Treasure Hunt

LESSON #5

SCOPE OF LESSON: To provide an activity where pupils use their listening abilities to follow directions in order to obtain an immediate goal or reward.

LEVEL: Primary

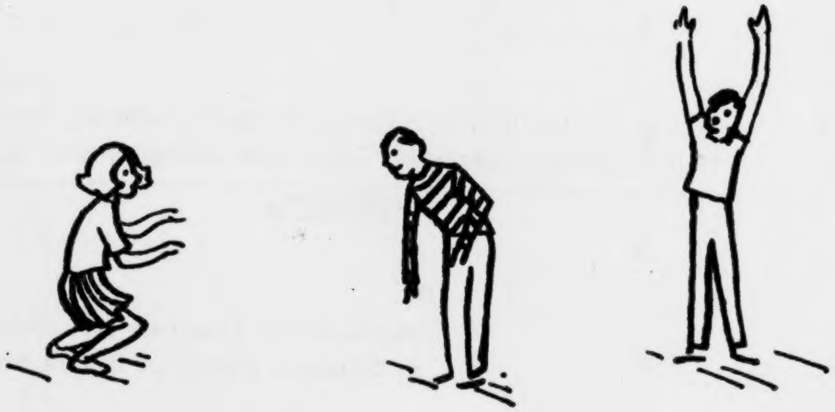
INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to find the treasure on the basis of the verbal clues given.	Tell the pupils that they are going to have a treasure hunt. A pupil leaves the room and you hide a small packet of M & M's, sugar coated cereal or a cookie, somewhere in the room. You and the class jointly choose a place to hide the treasure. When the pupil re-enters the room give round-a-bout directional clues to assist him in finding the treasure. Example: *Go to the wall by the flag.* *Turn left.* *Circle around Mary's desk.* *Crawl under the library table.* *Walk to the third window.* *Look under the radiator.*	Small treasures: M & M's candy Sugar-coated cereal Cookies	To make this activity more complicated, two or three directions can be given in a series.

High and Low

LESSON #6
SCOPE OF LESSON: To provide students with opportunities to distinguish variations in sound.

LEVEL: Primary

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to make a motor response appropriate to variations in sound when listening to a record or story.	Before listening to the record, prepare the class to listen for variations in pitch by playing notes on a guitar, piano, or pitch pipe. Have the class stretch tall for high notes, stoop for middle notes, and squat low for low notes. Practice with the instruments before listening to the record. Play the record and respond with the class to the pitch of the voices of "Big Billy Goat," "Middle Billy Goat," and so on.	Records or books of "Three Billy Goats Gruff," "Three Bears" Record player	



Auditory Discrimination

LESSON #7

SCOPE OF LESSON: To give young children training in listening and auditory discrimination.

LEVEL: Primary

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to respond to auditory cues by discriminating between loudness and softness, differentiating high and low tones and beating rhythms.	Provide your students with many game-type activities that give them an opportunity to improve their listening skills. Examples: *Loudness:* *Hide a ticking clock while the students close their eyes. The students try to locate the clock using the ticking as their clue. The finder gets to hide the clock.* *Rhythm:* *Have students reproduce rhythmic patterns by clapping, tapping, or using rhythm instruments or sticks.* *Tone:* *Use piano. "Am I going slower or faster?" "Higher or lower?" "Louder or softer?"*	Musical or rhythm instruments; piano, bells Props for making everyday sounds: Clock Papers for rustling Pots for banging Brush (tooth, hair) Nail file Buzzer Bell Horn Utensils Keys	Older children enjoy identifying people using voice as the sole means of recognition. A tape can be made of voices of familiar people, famous people school personnel and classmates. Have the pupils identify the voice they hear using only their listening skill ability.

Learning to Listen

LESSON #8

SCOPE OF LESSON: To give students practice in developing auditory memory.

LEVEL: Primary

INSTRUCTIONAL OBJECTIVES	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
1. To be able to develop an awareness of familiar sounds as a basis for sound recognition and discrimination. 2. To be able to recognize these sounds: talking, bell, chair-scraping, door closing.	Instruct the pupils to listen very carefully. Inform them that they are going to be "sound detectives." The class is going on a trip. During the trip it will be their job to listen for and to try to remember as many sounds as they can. Then take your class on a trip around the school, to the playground, gym, lunchroom, etc. During the trip everyone is to compile a list of all the sounds they hear. Example: *School bell* *Children talking* *Doors opening and closing* *Scraping chairs* *Water running* After the trip you and the students return to the room and and discuss and compare findings. The various sounds heard can be noted on an experience chart.	Experience chart materials Large lined paper Felt marker pens	1. Have individual pupils bring an object to class or perform an action that makes a particular sound. The other students in the class hide their eyes and identify the sound or object by listening very carefully. Then each pupil who guesses correctly has a chance to make his sound or action. 2. Tape record sounds and ask the pupils to identify them. 3. Have pupils imitate sounds.

Messenger Boy

LESSON #9

SCOPE OF LESSON: To have students use auditory, motor and visual skills in decoding a message.

LEVEL: Primary

INSTRUCTIONAL OBJECTIVES	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
1. To be able to listen to a message and accurately repeat it to another student. 2. To be able to follow the message's directions.	Choose a student to be a messenger boy and whisper a message to him. This student then chooses someone to receive the message and whispers same to him. Example: *"Take off one shoe."* *"Turn around three times."* The pupil who receives the message acts out the request. The rest of the class guesses out loud what they think the message is. Once the students understand the idea of the game, they can initiate their own messages.	None	Older students enjoy a variation of this game such as "Whispering Down the Lane." Here a messenger whispers a phrase, short paragraph, riddle or limerick to a student, in a series of students seated in a semi-circle. Each person, in turn, relays the whispered message to the person sitting next to him. The last person in the semi-circle stands up and repeats the message he received. The students enjoy hearing some of the inevitable distortions and get practice in listening. You benefit from being able to identify a source of distortion.

Answers and Information

LESSON #10

SCOPE OF LESSON: To let children's natural interest and curiosity motivate their listening skills and to integrate listening as an essential part of the total curriculum.

LEVEL: Primary

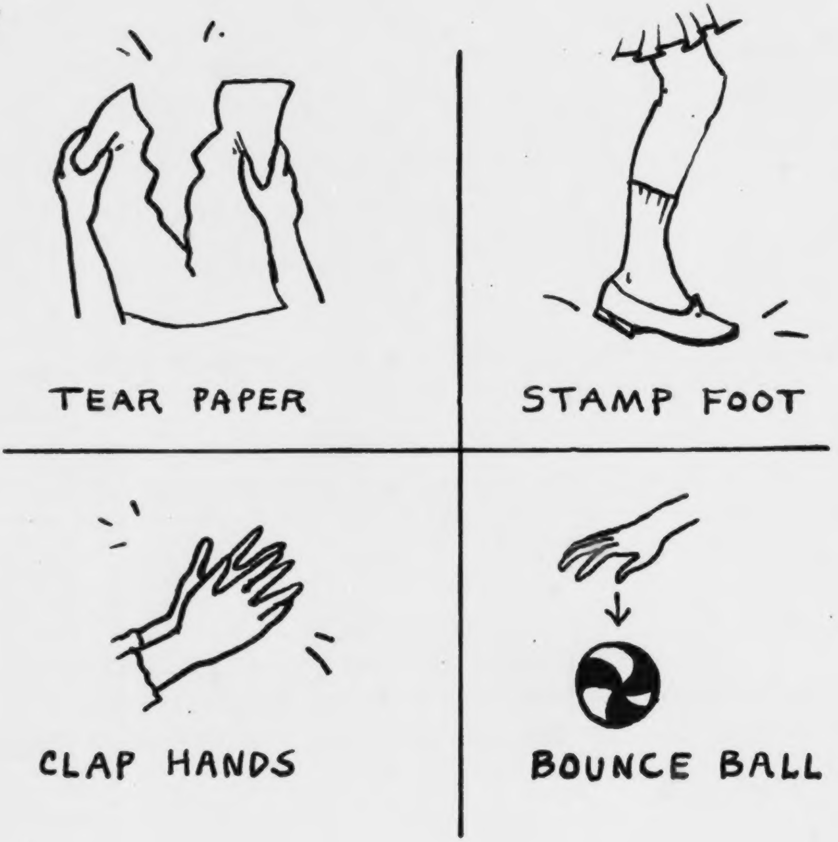
INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to listen to a short reading or recording and extract pertinent information to answer questions.	Jot down questions the children have recently asked you about any area. Example: *From the children's interest in their study of flowers, many questions arise about seeds. The students want to know:* 1. *What grows from a seed?* 2. *What do seeds look like?* 3. *How do such big things grow from little seeds? (trees)* Using these questions as a motivating device, devise a listening activity for the students by writing a paragraph which incorporates all the information needed to answer their questions. Have the pupils listen to see if they can find the answers to the questions. Children enjoy listening for the information that answers their particular question.	Paragraph to read to the class Questions listed on the board Record Record player	1. Could the students listen carefully for the answers to their particular questions? Can pupils comprehend factual information that is given to them verbally? 2. Use a greater number of questions. As the pupils become more adept in using their listening skills, increase the length of the paragraph and the amount of the information in it. 3. This activity can be used with any area of the curriculum and adapted to any grade level by varying the number of questions, the length of the paragraph, or the complexity of the subject involved.

Identify Sounds

LESSON #11

SCOPE OF LESSON: To help children be aware of and identify common sounds.

LEVEL: Primary

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to listen to an isolated sound and to identify it, showing understanding by responding "I heard . . ."	Play a sound. After the sound is played, say, "What did you hear, Diane?" The pupil responds in the form, "I heard a bell ring."  TEAR PAPER STAMP FOOT CLAP HANDS BOUNCE BALL	Tape recorded sounds prepared by the teacher or materials necessary for producing sounds and a screen. Tape recorder Glossary of Sounds	1. Form teams and give points for identifying the sound after hearing it once. If tape recorded sounds are not available all materials necessary for producing the sound should be available on a table behind a screen and produced there. 2. If the pupils are able to read, form teams and tell the children to choose a slip of paper with a sound written on it. Then they produce the sound behind a screen and choose a member of the other team to identify the sound. Team points can be given. 3. Younger children can also have teams and choose a card illustrating a sound. Then, behind the screen produce the sound.

GLOSSARY OF SOUNDS

Clapping hands
Tapping feet
Knocking on desk
Snapping fingers
Stamping feet
Humming "Happy Birthday"
Whistling
Snoring
Coughing
Crying
Bouncing ball
Voices of different children
Kicking wastebasket
Opening drawers
Closing doors
Opening window
Leafing through pages of book
Shaking paper clips in a glass
Snapping rubber band
Letting air out of balloon
Tapping with pencil
Skipping
Jumping
Chewing gum - blowing and popping bubbles
Tearing paper
Shuffling feet

Jingling money
Pouring water
Shuffling cards
Blowing a whistle
Banging blocks
Beating erasers
Snapping the light on
Moving a chair
Blowing nose
Stirring paint in a jar
Clearing throat
Splashing water
Rubbing sandpaper
Chattering teeth
Closing pocketbook
Clicking tongue
Crumpling paper
Cutting with scissors
Breaking piece of chalk
Rattling keys
Writing on board
Singing
Striking match
Sweeping with broom
Sharpening a pencil

Clap to Correct

LESSON #12
SCOPE OF LESSON: To promote better listening **LEVEL:** Intermediate

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to identify and correct a misplaced part of a familiar sentence sequence on the first trial.	Use a rote-learned sequence with which the students are familiar, such as: days of the week, months of the year, letters of the alphabet, or numbers 1 to 10. Say the sequence to a student with one word misplaced. The student claps his hands when he hears a word out of sequence. He must then repeat the sequence correctly. Repeat activity until all students have a chance to clap.	None	1. Vary by using poems or jingles that the children are familiar with instead of single words. For example, *"Baa, baa, black sheep, three bags full."* 2. For older students vary by using three or four spelling words. First say the words in alphabetical order. Then repeat them with one word misplaced. Pupils are to recognize and correct the order. 3. Spelling words themselves can be broken down. Give the correct spelling. Then switch a letter around for the pupils to recognize and correct.

Sounds of the Seasons

LESSON #13

SCOPE OF LESSON: To make children aware of some familiar sounds that they encounter daily.

LEVEL: Intermediate

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to pictorially represent seasonal sounds by making drawings or cutting out pictures of the events that cause the sound.	After discussion of sounds and seasons, have students illustrate a seasonal sound book. Draw pictures of an event or happening that makes a sound with which they can associate a particular season. The booklet can be divided into four sections, each one representing a season of the year. *Spring* *Rain falling* *Jumping rope* *Bouncing balls* *Birds* *Summer* *Swimming* *Children playing* *Thunder and lightning* *Winter* *Blizzard* *Snow, hail* *Car motors* *Ice crunching* *Autumn* *Leaves burning* *Walking through crisp fallen leaves*	Paper to make booklets Crayons Paints Chalk	

Categorizing Sounds

LESSON #14

SCOPE OF LESSON: To provide students with an awareness of the sounds around them when they are at home, at school and on the street.

LEVEL: Intermediate

INSTRUCTIONAL OBJECTIVE

To be able to show an awareness of the sounds in their environment by saying whether they hear each sound at home, at school or on the street, after the teacher provides the sound.

ACTIVITY

"Today we are going to listen to sounds that you have heard." Play a recording or perform activities that produce sounds. Have the children identify the sounds.

"Now I'm going to mention the sound." (You can also make the sound again.) "You tell me if it is a sound we hear at home, at school or on the street and I'll put it on the chart."

Examples:

Home Sounds	*School Sounds*	*Street Sounds*
Water running	*Children shouting*	*Policeman's whistle*
Vacuum	*School bell*	*Horns honking*
Television	*Doors closing*	*Sirens*
Doorbell	*Pencils writing*	*Car and truck motors*
Sweeping	*Footsteps in hall*	*Brakes screeching*
Children crying		
Key in lock		
Dishes rattling		

RESOURCE MATERIALS

Newsprint for making sound classification chart

Records and tapes of sounds - prepared or teacher-made

Record player or tape recorder

Objects which make a noise--whistle, bell, etc.

VARIATIONS

1. For advanced students a tape can be made with many sounds to be heard at the same time.

Example: *A street scene. Ask the students to listen and identify as many of the sounds as they can. Sounds: car horn, whistle, street driller, trash cans clanking, people yelling, motors.*

2. For younger students the simultaneous writing and talking, helps them to understand that writing is using written symbols for talking.

Listening to Dramatize

LESSON #15

SCOPE OF LESSON: To allow children to dramatize or act out a story, description, or a record that they hear.

LEVEL: Intermediate

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to appropriately dramatize a scene verbalized by the teacher or a record.	Children enjoy being actively involved in learning experiences and they particularly like dramatics and role-playing situations where they can be something other than themselves. Play a record or read a short descriptive paragraph. Example: *A lion paced slowly back and forth in his cage. Suddenly he stopped, stood still and listened. Then he sniffed the air. He gave a low growl and lay down on the floor of his cage.* Have the students dramatize the paragraph, one sentence at a time.	Book of poems Short dramatic stories, plays Story/action records Short descriptive paragraphs Records Record player	

Decorating Cookies

LESSON #16

SCOPE OF LESSON: To give children practice in listening for directions given in sequence.

To determine if children can use their listening skills by responding to a verbal direction with a physical action.

LEVEL: Intermediate

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to demonstrate listening ability by correctly following the teacher's verbalized directions in a cookie decorating task.	You and the pupils bake cookies, or use slice-and-bake cookies. After tree shaped cookies, for example, have been frosted green by the class, place a series of decorating materials (cinnamon dots, silver dots, chocolate chips, sprinkles) on a large table in appropriate containers. Without decorating a cookie yourself, instruct the students in decorating their cookies by giving one direction at a time. Example: *Put a silver dot on the top point of the tree to be a star.* *Put a red cinnamon dot at the end of each branch.* *Put three chocolate chips at the base of your tree to make a stand.* Check each child's cookie to make sure that your directions were followed. After this very structured, teacher-directed activity, encourage children to decorate one or two more cookies in any way they would like.	Cookies Frosting Decorating materials: cinnamon, silver dots, chocolate chips, sprinkles, colored sugar	A basic activity, such as this, involving listening to directions in order to to find out how to do something can be used in many activities at all grade levels. Examples: Primary: *Putting on a coat*; *Playing a game*; *Brushing teeth properly*; *Buttoning a coat* Advanced: *Follow a recipe given orally*; *Putting models together*; *Learning to drive*; *Learning how to fill out forms*

Telephone Manners

LESSON #17

SCOPE OF LESSON: To teach students how to listen. **LEVEL:** Intermediate

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to demonstrate good listening habits on the telephone by participating in classroom telephone activities in a non-disruptive manner.	Equip the room with play telephones or closed circuit telephone system available for classroom use. Have students practice listening to each other's informal conversation or provide simple situations in which the student needs to use the phone. Example: *Call and make a doctor's appointment.* *Call the weather bureau.* *Ask for specific information (train/bus schedules).* *Get a receipe over the phone.* *Ask for directions to a specific place.* Emphasize certain elements that are helpful and necessary for good listening, i.e., listening carefully, waiting until the other person has finished speaking before you start.	Play telephones Teletrainer--a practice telephone kit consisting of two activated telephones and a loud speaker control unit. It provides a simulated dial tone, ringing and busy signals. Lent by: Northwestern Bell Telephone Company 604 9th Street Des Moines, Iowa 50309	Experience listening to many media and discussing what is heard. Examples: *To teacher* *To records* *To films* *To classmates* *To television* *To assembly programs* *To tapes of own voice or voices of others*

Sentence Absurdities

LESSON #18
SCOPE OF LESSON: To provide students with opportunities to listen for meaning. **LEVEL:** Intermediate

INSTRUCTIONAL OBJECTIVES	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
1. To be able to listen to and evaluate a sentence or group of sentences spoken by the teacher and to recognize absurdities. 2. To be able to explain why the detail is incorrect.	Read a paragraph or story to the group in which there is a contradictory or absurd detail. Example: *"The room was very cold. The thermometer read over 80°."* or *"It was late at night and everyone was asleep. The sun shone down through Billie's window."* Each student should be called upon to identify a contradictory phrase and tell why it is not reasonable. The student's name should be called after the sentences are read so all pupils are motivated to listen. *1. "The last time I saw Amy she had a new hairdo but the next time I saw her, she changed it back to the way she used to wear it."* *2. "Everybody can learn to play Scrabble. Therefore, Sally knows how to play."* *3. "It's impossible to get a taxi on a rainy day. Even the empty ones have passengers in them."* *4. "My puppy is three months old. When he was older he could fetch a ball."* *5. "Before I met John we were good friends."*	Prepared stories or paragraphs	Adapt this activity to older students by reading stories where the absurdities are more subtle or by reading mystery stories where they listen for clues to investigate a crime or reach a conclusion.

Punctuation Review

LESSON #19
SCOPE OF LESSON: To use punctuation marks correctly.
LEVEL: Intermediate

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to listen to a sentence read by the teacher and respond with the correct punctuation mark when the sentence is read.	Pass out the cards. Read the story. Pause at the end of each sentence. If it is a question, the students holding question marks stand up; an exclamatory sentence, the students holding the exclamation points stand up; and a declarative sentence, the students holding the periods stand up. Let the pupils exchange cards. Then read a new story and have them respond with their new punctuation mark.	Punctuation cards: a set of cards (enough for each pupil to have one) *Four or five cards with question marks* *Four or five cards with exclamation points* *Four or five cards with periods* A story with all three kinds of sentences, such as: *Today is a beautiful day!* *Would you like to go for a walk?* *Let's take the dog, too.*	1. Same pupils can make up their own sentences and read them while others respond. 2. Teams can try to stump the punctuation marks with a point taken away if a team member fails to respond correctly.

Listen for Specifics

LESSON #20

SCOPE OF LESSON: To have the students listen to a story in order to find answers **LEVEL:** Advanced

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to respond correctly to written questions after listening to a story read by the teacher.	Have prepared questions on the board or on mimeographed sheets. Tell the students that they will have to listen very carefully in order to be able to answer the questions, to a story you are going to tell. The pupils and teacher read the prepared questions together. Examples: *"What was the color of Jack's house?"* *"What kind of pet did Jack have?"* *"How many people were in Jack's family?"* The pupils then listen for the information needed to answer these specific questions.	Story or book from which questions are taken Chalkboard or mimeographed sheets of questions Overhead projector	Have older pupils read short stories or paragraphs to other class member(s) and choose questions for their classmates to answer.

Mass Media

LESSON #21
SCOPE OF LESSON: To provide students with practical situations for purposeful listening. **LEVEL:** Advanced

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to answer questions, put information in chronological order and/or summarize the information after listening to a weather broadcast, news broadcast, or soap opera on television or radio.	Older retarded children spend an increasing amount of time using the mass media for entertainment and as a leisure time activity. You can capitalize on the student's interest in television by using it to develop listening skills. Listening for specific information: Choose special short broadcasts such as weather and news reports. Give students specific information to listen for. Such as: *"Where was there an airplane crash in the United States?"* *"Who won the baseball game between the St. Louis Cardinals and the Chicago Cubs?"* *"Where did the Vice-President visit today on his tour of Asia?"* Listening for sequence/chronology: Have pupils listen to a 15-30 minute program and then be able to put the events in chronological order. Soap operas are good for this.	Television or radio at home or in school	Political debates, interview shows and comedy sketches provide pupils with an opportunity to evaluate and discuss what they have heard.

Reporter

LESSON #22

SCOPE OF LESSON: To allow students an opportunity for using listening as one skill involved in reporting information to others.

LEVEL: Advanced

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to give a resume' of an item in a magazine or in a newspaper in correct order, including the important facts, after hearing it read.	Have the students bring in short items from a local newspaper such as; report of an automobile accident, a fight, a fire, or a sports event. Read aloud, or have the students read the article to the class. Have one member of the class volunteer to give a report or summary of the article just read. Evaluate the reporting performance in terms of recall, sequence, inclusion of important information and details.	Newspaper, short ads or articles	Choose several pupils or the entire class to watch a television program. Have each pupil either write a summary or give a short oral synopsis of the program. Judge the accuracy and inclusiveness of each person's report.

You're the Teacher

LESSON #23

SCOPE OF LESSON: To provide an activity where pupils must use their listening skills to follow directions.

LEVEL: Advanced

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to perform an activity such as ironing a shirt, hammering a nail, or teasing hair after listening to directions.	Each student in the class becomes an expert at giving directions for one process--which he or she does not reveal to the other members of the class. These topics should be simple. Examples: _Ironing a shirt_ *1. Sprinkle* *2. Pass iron across cloth* *3. Button* *4. Fold or hang* _Hammering a nail_ *1. Get nail out of box* *2. Hold upright on wood* *3. Strike with hammer* _Teasing hair_ *1. Get comb* *2. Hold up sections of hair* *3. Make short up and down motions with the comb, through the hair.* The student expert chooses someone to whom he will give the directions. He gives the directions one step at a time. The listener carries out the directions with the equipment provided.	Hammer, nail, wood Comb Iron, cloth, hanger	

Propaganda

LESSON #24

SCOPE OF LESSON: To develop an awareness and recognition of propaganda and the techniques of propaganda.

LEVEL: Advanced

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to show an awareness of propaganda in advertising, by pointing out misstatements, inconsistencies, and untruths.	Discuss with pupils the various ways that people are persuaded to do or buy certain things. Use numerous audio-visual devices to illustrate the point such as: *Listening to television commercials* *Playing recordings of sales talks* *Pasting up ads from newspapers and magazines* *Playing political speech recordings* Encourage the students to look for specific indications of propaganda such as: *Overstatements* *Ambigious statements* *Emotional appeal* *Something-for-nothing schemes* *Miracle drugs and cures* *Inconsistencies* *Unreasonable prices and salaries* *Package deals*	Bulletin board materials that show evidence of propaganda Films of political speeches Projector Tape recordings Tape recorder Television or radio to listen to advertisements Props for dramatizations Sheet listing samples of propaganda (See appendix)	1. Have the pupils discuss how personal propaganda can be used by or on them. Some of these situations can be dramatized. Examples: *Persuading your parents to let you stay up late because some other kids do* *Peer pressure convincing you to cheat in school, drive fast, etc.* *Having older pupils give a sales talk* *Other pupils who are listening try to evaluate what they hear* 2. Make a list of how propaganda is used on parents, peers or vice versa. Examples: *''Eat your carrots. They'll make your hair curly.''* *''Jimmy's mother lets him do anything he wants.''* *''The boys won't date me if I wear lots of makeup.''*

ADDITIONAL SUGGESTED ACTIVITIES

1. Listening to records
2. Listening to stories/library period
3. Using radio and television for purposeful listening
4. Auditory discrimination games: *Discriminate between specific sounds*
    - *Initial and final sounds*
    - *Listening for similarities and differences*
5. Listening to movies for comprehension
6. Singing
7. Attending plays and skits
8. Attendance at or participation in musical events, children's plays or concerts
9. Playing or listening to rhythm instruments
10. Role-playing with telephone equipment
11. Presenting a puppet show
12. Listening for clues
13. Listening and acting out directions
14. Listening for specific information
15. Listening during classroom activities: *Show-and-tell*
    - *Teacher directions*
    - *Homework assignments*
16. Inviting guests or resource people to speak, give reports
17. Activities where pupils work in groups and listen to each other:
    - *Planning a class party*
    - *Working on a project*
    - *Doing class work or homework jointly*
18. Playing games that involve listening to directions
19. Pantomime to riddles, stories, records
20. Field trips or listening walks
21. Imitation of sounds
22. Repeating what is heard--sentences, words, short stories

EQUIPMENT

Record player

Records: story, song, rhythm

Books: story, song, nursery rhyme, poem

Radio

Television

Tape recorder and tapes, head phones

Movies

Films and filmstrips

Piano, autoharp or guitar

Rhythm instruments

Sound boxes (commercial animal sounds, teacher-made filled with rice, pebbles, materials as props for making sounds)

Telephone equipment

Songs

Mattel Dial-a-Sound Wheels

Animals and dolls with sounds and speech

Puppets

Newspapers

Magazines

Stimulus pictures

Peabody Kits (listening activities)

Rhyming Cards

Flannel board and materials

ORAL EXPRESSION ACTIVITIES

ORAL EXPRESSION

Oral expression is the educable mentally retarded child's primary means of communication. Successful learning of this skill contributes to his self-confidence, to his ability to understand his surroundings and to his ability to interact with people. Through language, the child learns an acceptable way to control the actions of others. Language also enables him to control his own feelings and emotions. Thus, verbalization often eliminates the necessity for acting out negative feelings. It is, therefore, necessary for the teacher to provide opportunities for maximum growth in this area. Oral expression includes language and speech. Language is the expression of ideas, concepts, opinions and feelings. Speech is the articulation, the vocal sounds and gestures of language. In this document we will be concerned with the language aspect of oral expression.

Learning to speak is a complex intellectual process which requires a minimum level of intellectual ability. Although the educable mentally retarded child has the required ability, he is usually limited in his vocabulary and in the length of his sentences, compared to the normal child of his age. He may be shy, afraid to speak or unable to speak clearly. Language skills seem to develop through meaningful experiences. Concepts seem to develop through the use of language. But the educable mentally retarded child, as compared to the normal child, has had fewer experiences that can be verbalized and has been less able to understand and to assimilate the experiences on which further conceptualization is built. The teacher needs to provide the pupil with experiences that can be verbalized and integrated into his conception of the world. Experiences are not only a field trip-type of activity. Dramatizations help clarify concepts. Pictures help clarify, review and extend concepts. The pupil also needs experiences similar to those found in everyday situations, such as greetings, courtesies, interviews and social conversation for stimulating, encouraging and practicing language.

There are many reasons why the development of language may be impaired. Emotional trauma may interfere with the development of speech. Since speech is learned through imitation, hearing loss can retard its development. An inability to control the same muscles used in chewing or swallowing, respiratory difficulties, or vocal cord nodules may make speaking difficult for some children. Disadvantaged children may have difficulty with language in school since they have not had a middle class model of speech and language to emulate. The retarded child's language development may be impaired for any or all of the foregoing reasons, and since his general rate of development is slow so will his rate of language development be slow. Lloyd M. Dunn in his book, *Exceptional Children in the Schools*, provides a table of the chronological development of speech to which you can refer to assess the stage of development at which a particular child may be.

Normal Development of Speech

Chronological development of speech from birth to eight years of age.

Age	General Characteristics	Vocabulary Words	Articulation
Months			
1	Crying: related to causes and circumstances		
2	Some differential vocalization--cooing & babbling		
3	Coos and smiles when looked at		
4	Babbling; uses sound to get attention; laughs, chuckles		
5	Specific vocalization (displeasure when object removed)		
6	Babbling increasing; vocalizes to mirror image		
7	Lalling begins (movements of tongue with vocalization)		
8	Vocalizes recognition		
9	Combines syllables; copies sounds hear; echolalia	1	
12	Echolalia continues; first words	1-3	Vowels
18	Fluent jargon; one-word sentences	18-22	
Years			
2	Two word sentences; naming; begins to use personal pronouns	300	
2½	Three word sentences; repeats syllables	450	h, w, hw
3	Uses language to tell stories; speech understood	900	p, b, m
3½	Speech disfluencies, concepts expressed with words; complete sentences, sentence length 4-5 words	1200	t, d, n
4	Imaginary speech; very verbal; motor development	1500	k, g, ng
5	Language complete in structure and form; can tell stories; less concrete; complex sentences	2200	f, v, l, r, y
6	Learns to read; intelligibility of speech is excellent		s, z, sh
7	Increases in complexity of sentence structure	Increasing	ch, zh, j
8	Speech should be "perfectly" articulated	Increasing	th (voiced and unvoiced)

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If the pupil has a severe language disorder; if he cannot be understood; if his speech calls attention to itself rather than to the thoughts or ideas being expressed; if the development of the language is very delayed; then the teacher needs to refer the pupil to a speech clinician. This specialist, with the aid of formal language tests, can help the child. She can also give the teacher guidance in helping the child in the classroom. However, the teacher can informally and periodically assess a pupil's or the group's development and provide remediation, if the problems are not too severe. Robert M. Smith, in *Clinical Teaching: Methods of Instruction for the Retarded,* supplies a list of activities the teacher can use to check a pupil's language development and identify his weaknesses. These activities can also be used to overcome weaknesses. A copy of this activity chart follows:

Informal Assessment Procedures of Language

Language area and appropriate diagnostic activity

Understanding What is Heard

A. Ask the child to follow your verbal commands such as, "Place your hand on the top of your head." "Hold your right hand in the air and wave to the people sitting on both sides of you." "Go to the table at the rear of the room, take a piece of paper out of the tray, return to your desk, and crumple the paper into a ball."

B. Have the child respond to the directions sung on records such as "Ball and the Jack."

C. Ask the child various questions such as, "Do books walk?" "Does chalk write?" "Do elephants eat?" Have him respond by standing up or raising a hand if the answer is "yes" and do nothing if the answer is "no."

D. Play records containing various sounds and have the child identify who or what makes each sound. Ask the child to listen for certain components in stories or nursery rhymes, or have him tell the story again in order to determine if he understands what is being said.

E. Present the child with a series of unambiguous pictures which appear on a single piece of paper, say the appropriate word or words describing one of the pictures, and have the child point to the correct picture.

Understanding What is Seen

A. Show the child a picture of an animal, e.g., a cow, and give him the appropriate label for the animal; then, present the child with a series of pictures and ask him to point to all the cows. It is possible to vary this exercise by using different objects and pictures. For instance, the selection by the child can be according to those objects that are moving, things that are red, pictures that show children, or things that are round.

B. Have the child inspect a picture containing an object with a certain shape or characteristic which is a hidden part of the total scene. Show a picture of the object and see how many he can locate in the total picture. The backs of cereal boxes frequently contain these types of pictures.

C. Present the child with a group of chips which are of various geometric shapes or which have pictures printed on each. Have the child locate and make piles of all the squares, triangles, or pictures of donkeys. The same exercise can be done with letters of the alphabet.

D. Show a silent film, filmstrip, or series of cards which tells a story. Ask questions concerning the general story sense as well as specific details, such as what people were wearing on their heads, how many cars were in the picture, if children appeared in the sequence, and so on.

E. Have the children interpret pictures by looking for details in a story, sensing implied facts, and seeing cause and effect.

F. Present a series of pictures; then, have them sequence the pictures according to a story and tell about the story sequence.

G. Show a silent film or filmstrip and ask the students to tell about the story. Dramatization by role playing will help to determine any difficulties they might have in decoding visual stimuli.

Associating Auditory Stimuli

A. Play a group of recorded sounds and ask the children to identify all those sounds made by birds or animals. A variation of this is to name an object for the children, following this with a series of sounds. Ask the students to indicate which sound is made by a train. The task is made complicated by reducing the dissimilarity among the sounds or by providing more than one sound made by a train.

B. Ask the children to vocally list all the things they can think of that can carry other things, that have ears or hair, or that can be built from bricks.

C. Present a series of objects, and ask the students to tell in which ways the objects are similar. A graded series of these tasks can be developed which range from obvious similarities to more obtuse likenesses. Initially, it may be necessary to present a visual picture of each object as the appropriate word is said.

D. Present an incomplete story or show part of a short film, and have the children tell what they think will happen, how the story will end, and why.

E. Present vocal absurdities such as, "What would happen if we were born with three fingers and no thumb?" or "What would happen if we suddenly could walk only on our hands?" This will help check on how well the child is able to see cause and effect situations.

F. Have the child complete sentences such as, "I opened the window and ______________."

G. Ask them to interpret or tell you the general sense of a story which they have been told. Determine if the child can discern cause and effect by asking him "What would happen if . . .?" types of questions.

H. Give the students an opportunity to supply an ending to a story.

Associating Stimuli Presented Visually

A. Present the children with cards containing pictures of absurd situations, such as a child trying to brush his teeth with a hair brush or comb. Ask them to tell you why the picture is silly, or have them point to the funny part of each picture.

B. Have the children look through old magazines or catalogs and cut out all the things they can find which are green, have wheels, or have buttons. Present them with a group of pictures or objects and have the students group the objects according to some criterion, such as those things that are used for work, contain at least two colors, could hold water, or grow in the ground. Gradually ask for grouping on multiple criteria, such as those objects that are round, green, and can be eaten.

C. Using one of the commercial story puzzles, ask the children to arrange the pieces of the puzzle so that the story is told. At first, they should be shown the entire sequence and later be allowed to reassemble the components of the story.

D. Show a picture and ask the children to verbally or gesturally indicate what would happen if "such and such" had occurred. For example, a picture of cars stopped at an intersection for a red light could be used and the children asked to tell or show the possible consequences of a car going through the red light.

E. Prepare a sheet with pictures of objects which have characteristic sounds. From tape, present the children with a sound and have them relate the sound to one of the pictures.

F. Present a picture of an object followed by a second series of pictures showing a group of objects. One of the group should be the same as the initial picture, or a variation thereof, shown from a different perspective. Ask the child to choose the one which is the same as the first picture.

Remembering What is Heard

A. Ask the child to repeat digits of varying lengths forward and/or backwards.

B. Present words or sentences of different lengths and complexity, and ask that they be repeated in the way that they were originally presented.

C. Observe how well the children remember rhymes and songs.

D. Read a story to the group and have each child recall specific and general aspects of the story.

E. Sing or play records using music that allows for adding on, such as "Old MacDonald Had a Farm." See how well children remember the paired relationships within the song. For example, the cow goes "moo" and not "quack-quack."

F. See if the students can follow a series of directions which increase in length and complexity. For example, say, "Charlie, I would like for you to get up from your chair, take this piece of paper to the trash can, go to the blackboard, draw a circle, place the open book on the table, and return to your desk."

Remembering What is Seen

A. Show a group of objects which initially are quite dissimilar in their characteristics. Have the students close their eyes while one of the objects is removed, and after they have opened their eyes, have them recall what is missing. This task can be increased in complexity by increasing the number of objects presented, exhibiting objects with similar characterisitcs, removing more than one object, or by requiring that a child replace the objects in the same initial sequence.

B. Present a series of cards with paired-associate types of tasks, mix the cards up, and ask a child to reconstruct the pairs. For example, you might have a series of colored chips with the name of each color printed on separate cards. The child learns to associate the blue chip with the card containing the printed word "blue." Several of these types of pairs can be presented with the child requested to match the appropriate word with the correct color after the objects have been mixed up.

C. Show a picture and have the students remember all the objects they saw.

D. Remembering and reconstructing a pictorial sequence such as in a comic strip will help to assess visual memory and the visual interpretation of stimuli.

Vocal Expression of Ideas

A. Observe how well children do during the "show-and-tell" period or in their description of an object, event, or process.

B. Have the children respond to questions which emphasize verbal fluency wherein any response a child gives is correct, such as, "How many ways can a toothpick be used?" "What would happen if everyone lived in a house made of glass?"

C. Show a picture and have the children tell about the picture, what went on before the picture was taken, and what happened afterwards.

D. Have a child tell how to do something such as catch a fish, teach a dog to fetch a stick, or cut the lawn.

E. Show a simple object and ask for a description of the object.

F. Observe the extent of each child's vocabulary, the length and complexity of sentences used, and how correctly words are used.

Motor Expression of Ideas

A. Have the children dramatize an event which has been seen or heard, such as threading a needle, sewing on a patch, cooking dinner, driving a car, or riding a horse.

B. Have them listen to a record containing a short story or song and draw a picture on the blackboard or on a large piece of paper describing what was heard.

C. Observe how effectively children communicate ideas in finger plays.

D. Ask the group to draw objects having certain characteristics, such as things that have three corners, objects that carry other things, or illustrations of things that can be eaten.

E. Ask the children to show how many ways musical instruments can be played.

F. Observe the use of gestures in describing a happening or object during show-and-tell.

G. Creative dramatics and role playing will provide excellent situations for assessing ability in motor expression.

H. Present an object or show a picture. Ask the children to show what people usually do with the object.

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All children need to hear language and need someone to listen to them speak. Without a listener there is no motivation to express oneself. Language seems to develop most naturally and efficiently at school in small groups, rather than on a one-to-one basis. The desire to communicate is often stimulated in informal, uncritical situations; during lunch, when the pupil arrives at school and has something to report to the teacher or friends; during show-and-tell or before dismissal when it is a good idea to summarize the events of the day. In these situations the pupil feels relaxed and unpressured. Informal, as well as formal opportunities need to be planned to encourage the pupil to express himself and to listen to others.

The teacher can be direct in helping the pupil organize his thoughts sequentially and in helping him stay on the topic, by asking questions after the pupil has developed some skill and ease in language. For instance, during sharing time, the teacher can ask the pupil about the new ball he has brought to school. "Is that a big ball you have?" "What color is your ball?" "Did you get it for a present?" "Did you buy it with your own money?" "What do you like to do with your ball?"

In her language arts program and throughout the day in units or trips, stories and games, during sharing time and while answering questions, the teacher strives to increase the pupil's understanding of language. She tries to help the child enlarge his speaking vocabulary and to help him express his thoughts logically, succinctly and clearly.

Creative Dramatics

LESSON #1

SCOPE OF LESSON: To provide activities for language through dramatization. **LEVEL:** Primary

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to demonstrate oral expression through creative dramatic activities by participating in rhythmic poems, choral speaking, echo speech, plays and puppet shows when these activities are initiated in the classroom.	Creative dramatic activities motivate the educable mentally retarded to talk and help them act out their problems. Creative dramatics can be incorporated into the regular classroom activities throughout all areas of curriculum and on all grade levels. Examples: *Primary* *Rhythmic activities* — *Poetry* *Short rhythmic poems* — *Pantomime* *Nursery rhymes* — *Story record* *Informal role-playing* — *Housekeeping, animals, cars* *Intermediate* *Puppetry* — *Poems* *Stories (share)* — *Role-playing* *Riddles* — *Choral speaking and singing* *Advanced* *Presenting and memorizing plays, stories, poems* *Presenting two, three, four, part choral and echo speaking* *Dramatizing social situations* *Dramatizing conflict situations*	Poems Puppets Plays Story books Nursery rhymes Records Record player Instruments for rhythmic readiness activities Props necessary for making any dramatizations more authentic Examples: *Furniture* *Costumes* Tape recording materials	

Pantomime

LESSON #2
SCOPE OF LESSON: To use pantomime and dramatizations as a stimulus for language. **LEVEL:** Primary

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to describe the actions of a pupil dramatizing a particular activity in front of the class, i.e., driving a car.	Prepare a list of daily familiar activities and write each one on a small piece of paper, fold and place in a container. Select a student to draw a slip of paper, read the activity and pantomime the various actions in his activity. Help the student decipher his instructions if he or she cannot read them. Example: *Driving a car* *Opening the door* — *Sitting down* *Closing the door* — *Putting key into ignition* *Getting into gear* — *Steering* *Hand signals* — *Operating brake and accelerator* The pupils watching verbalize the various actions they see but do not try to guess the end product. Example: *She's closing a door.* *She's pumping something with her foot.* *She's steering a wheel.* After the pupil finishes the pantomime he asks for a volunteer who thinks he can guess the entire activity, i.e., driving a car. This pupil is next to pantomime an activity. Sample activities to pantomime: *Eating a meal* — *Making a phone call* — *Cleaning a house* *Writing and mailing a letter* — *Packing a suitcase* — *Getting dressed* *Making a dress, bed* — *Feeding a baby* — *Fishing* *Swimming*	Paper Pen	Older students enjoy pantomiming social situations, emotions and more complex activities. Example: *Getting back a bad grade on an examination.* *Pantomime:* *Smiling* *Reading* *Picking something up from teacher's desk* *Look of shock* *Putting head down on desk* *Ripping paper up* *Shaking head back and forth* *Slamming fist on desk*

Show-and-Tell

LEVEL: Primary

LESSON #3
SCOPE OF LESSON: To provide the children with an opportunity to talk to the entire class.

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to discuss an object or experience in a coherent manner in response to the teacher's comments or questions.	Show-and-tell time is enjoyed by young children and provides an opportunity for spontaneous oral expression. Unless this activity is somewhat guided and directed by the teacher it becomes monotonous and a show-off competition of toys and personal belongings. In order to guide the activity: seat the children in a semi-circle and have them answer directed questions. Examples: *Teacher, "What a nice book you brought in today, Mary. Can you tell me at least two things about your book?"* *or* *"What color is the cover?"* *"Who reads it to you?"*	Various objects, articles, etc., for use in show-and-tell time. These can be brought in by the pupils or provided by the teacher.	1. Ask one question of each child, in order to allow many pupils to participate in show-and-tell time. This gives all students a chance to talk with the security of having a specific question to answer or comment to make. Examples: *"What did you do last night when you went home?"* *"What did one of your pets do last night?"* *"What kind of house do you live in?"* 2. Show-and-tell periods provide an opportunity for a daily experience chart. Topics and discussions brought out during this daily discussion are recorded on the chart.

Restaurant

LESSON #4 **LEVEL:** Primary
SCOPE OF LESSON: To elicit oral expression from children in a game atmosphere.

INSTRUCTIONAL OBJECTIVES	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to choose a meal and request it in complete sentences when given pictures of food to look at.	Have children cut out colored pictures of bread, pie, cake, fruit, vegetables, soups, salads and meat dishes from magazines. Choose a cook, waiter and three or four customers. Place pictures on a table over which a "cook" presides. Three to four "customers" sit at the table. Before taking their seats, the customers look over the cook's display and decide three things that they want to order. The waiter then takes one customer's order at a time and repeats the order to the cook. The cook places the appropriate picture on a tray which the waiter carries to the table. He serves it saying, "Here is your..." Each verbal exchange should be a complete sentence. Continue until all students have had a chance to be either the cook, waiter (waitress) or customer.	Ladies' magazines Scissors Optional: paper hats for cooks and waiters Tray	Use other kinds of merchandise (clothing, toys, garden supplies and furniture), clerks and storeroom attendants.

Pick-and-Talk Box

LESSON #5
SCOPE OF LESSON: To help pupils verbally describe a specific object.

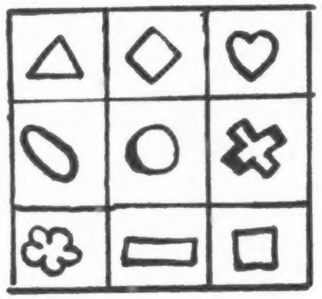
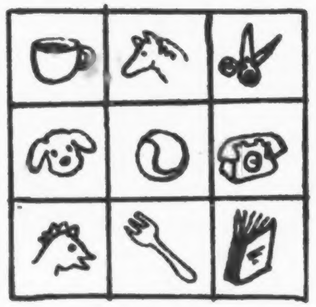
LEVEL: Primary

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to demonstrate the verbal fluency necessary to allow others to guess the name of a particular object.	Keep a variety of small items in a box and change these items from time to time. Hold the box above the pupil's head. This avoids difficulty in choosing. One student picks an item from the box and reveals only to you what it is. The pupil doing the choosing must look at and describe the item he picked, carefully concealing it in his hand. The class tries to guess what the object is by listening to the description.	Box Sample items for the box: *hair pin* *penny* *eye dropper* *clothes pin* *bottle opener* *ear muffs* *paper clip* *earring* *crayon*	1. Grab bag: Place an assortment of things belonging to one category in a sack. Use same procedure. Example: *Fruits* *Jewelry* *Coins* 2. Pick-a-Picture: Collect simple action pictures and allow each student to select one of these pictures. With suggestions from you the class makes up a short verbal story as a description of their picture.

Shape Bingo

LESSON #6 **LEVEL:** Primary

SCOPE OF LESSON: To encourage verbal expression through a motivating game.

INSTRUCTIONAL OBJECTIVES	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
1. To be able to tell in a complete sentence all three objects that were obtained in a row. 2. To be able to recognize when victory is attained.	Play like Bingo. You or a student can be the caller. When a player has marked three objects in a row, he can redeem his card by describing his sequence,  "I have a triangle, a circle and a square." If he is correct, he gets a prize or pre-determined recognition. Continue until all students have had an opportunity to verbalize.	Prepared cards with a variety of shapes, or outlines of familiar animals or objects. (Nine shapes per cards would be sufficient for beginners.)  Beans, corn, etc., for markers	

LESSON #7

LEVEL: Primary

SCOPE OF LESSON: To promote better oral communication by helping the children learn a more descriptive vocabulary.

INSTRUCTIONAL OBJECTIVE

To be able to show an increase in the quality of their speech and language through their use of description, imagery and a more complex sentence structure.

ACTIVITY

Many retarded children express themselves verbally in a type of speech that is characteristically lacking in description, imagery and complexity. You can provide opportunities for overcoming this in a classroom situation. Pictures are useful.

T - What do you see in the picture?

S - A box.

T - What color is the box?

S - Red.

T - What is on the box?

S - A bow.

T - What color is the bow?

S - White.

T - If a box is wrapped, what must be inside?

S - A present (surprise, gift).

T - Where is the box?

S - On a table.

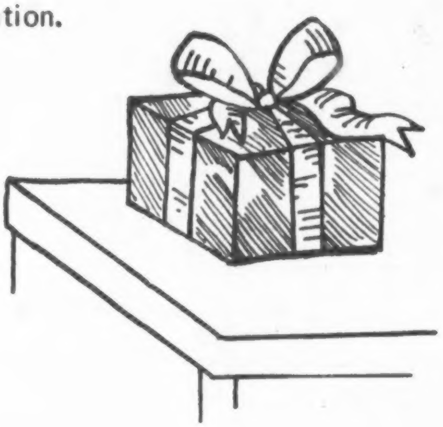
T - Can you tell me everything about this picture in one or two sentences?

S - A red gift box with a white bow on the table.

The final statement is far richer in description, imagery and complexity than the original response -- *"A box."*

RESOURCE MATERIALS

Picture of decorated box.



VARIATIONS

1. An experience chart can culminate this type of activity. Present a picture to the class. They make statements about what they see in the picture. The class then tries to compile as much of this information as it can into one or two descriptive statements. The original statements and the final sentences can be recorded on an experience chart and compared.
2. Use records, stories or life experiences as other sources for promoting good verbal expression. The simplicity or complexity of the material will determine the appropriateness for particular age or grade levels.

Picture Surprise

LESSON #8
SCOPE OF LESSON: To give students opportunities to complete meaningful sentences.

LEVEL: Intermediate

INSTRUCTIONAL OBJECTIVES	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to demonstrate understanding of a picture by verbalizing a sentence about it.	Set of two related pictures. Example: 1. *Boy looking into a store window.* 2. *Boy eating a lollipop.* 3. *Boy playing with a top.* Show the first picture and have one or two students tell about it. Ask a question that stimulates interest in what comes next. Have one or two students guess what is coming next. Show the second picture and have one or two pupils tell about it. Continue with other sets of pictures. On another day, separate the sets and show a new picture in place of the original one. Have the students make up a new ending that incorporates this different picture. Example: *A picture of a little boy looking longingly into a candy store.* *The boy is eating a lollipop.* *Then exchange endings and show a picture of the boy playing with a top.*	Magazines Pictures	Encourage the pupils to use complete sentences when telling the stories and when providing the surprise endings.

Scrapbook

LESSON #9 **LEVEL:** Intermediate

SCOPE OF LESSON: To encourage verbal expression.

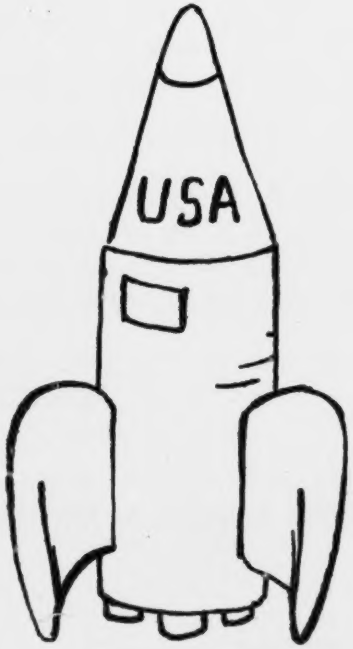
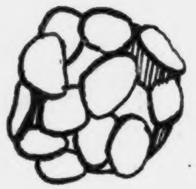
INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to identify and make one relevant statement about a picture provided by the teacher in order to keep the picture.	Establish a "picture day" or a "picture time" everyday. Each student picks a picture from the picture box. He tells about his picture in a complete sentence. Then he is allowed to paste the picture into his own scrapbook.	Pictures, advertisements, etc., cut from magazines and placed in a decorated pic-box. Six large (12"x18") sheets of manilla paper stapled between construction paper covers for each student. Paste.	1. Have a picture-find. Provide magazines and catalogs and allow the class to find pictures for the box. 2. When an individual student has filled his scrapbook, have him "read" his book to the class.

2

Moon Rocks

LESSON #10 **LEVEL:** Intermediate

SCOPE OF LESSON: To use words in a sentence.

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIAL	VARIATIONS
To be able to read a word chosen from a group of words and use it in a sentence.	Have the children draw a spaceship in which to store their rocks. Each pupil has a turn to pick up a "rock" from the moon. He reads the word and uses it in a sentence. If the sentence is correct, he tapes the rock to his space ship. If he fails to recognize the word or uses it incorrectly, he must put it back on the moon. Continue until each pupil has at least one success and a rock to take home.  	Large rubber ball.  Shapes with familiar words printed on them Tape the words, (rocks), to the ball, (moon), overlapping until the moon is covered with rocks.	You can use fish from the sea to put in a frypan; apples from a tree to put in a basket or horses for a corral.

Picture Stories

LEVEL: Intermediate

LESSON #11

SCOPE OF LESSON: To give students an opportunity to verbally respond to a picture.

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to express feelings or reactions to specific pictures using short descriptive sentences and appropriate words.	Select simple pictures to elicit an emotional response. Show students the picture to which they are asked to express a reaction. At first, structure the situation by asking leading questions to stimulate the child's thinking. Example: *Picture: A baby crying in a playpen.* *Is the baby happy?* *How can you tell?* *Why do you think the baby is unhappy?* *Do you think you could do something that would make the baby feel happy?*	Series of pictures to be used for interpretation. Examples: *Children playing in the snow* *An injured animal* *A child at his birthday party* *A fire* *A traffic jam* *A baby crying*	1. Add to the story in the picture: *How do you think it ended?* *What might have happened next?* 2. Series of pictures: Have the students arrange a series of pictures to make a story and then tell the story. Examples: *A flower seed* *Leaves pushing through the ground* *A flower in a vase* 3. Simple comic strips, such as "Nancy," can be cut apart and arranged by the students. (See Appendix) 4. Expand this activity by increasing the complexity of the pictures, the diversity of the subject matter and the caliber of the verbal responses expected.

Functional or Emergency Situations

LESSON #12 **LEVEL:** Intermediate

SCOPE OF LESSON: To provide students with know-how and practice in language for functional or emergency situations.

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to react to a simulated emergency situation by correctly reporting the pertinent information to an operator, a policeman or fire department.	The educable mentally retarded student will sometimes find it necessary to communicate specific information. This ability or the lack of it, can often be a matter of survival. Provide practice in the classroom for specific responses to specific situations. Example: *Reaching an operator:* *Give your name.* *State your address and phone number.* *Relate your problem or whom you want to reach.* *Getting lost:* *Go to an adult or a police officer.* *State your name and address.* *Give your phone number.* *Don't try to find your parents yourself.* *Calling police, hospital, ambulance, fire department, neighbor.* *Reporting a fire, accident.* *Giving directions to your home.* *Calling a number if babysitting.* *Getting a specific phone number.* *411 for information* *0 for operator* *1 - (area code) - 555-1212 for out-of-city calls*	Any props that might be used for dramatizations Telephone	1. Tape record or play records of the correct ways to handle specific emergency situations. 2. Visit the police department, fire station or telephone company to see how information received sets off a series of relay actions. This illustrates the importance of giving accurate information promptly.

Social Courtesies

LESSON #13 **LEVEL:** Intermediate

SCOPE OF LESSON: To provide an opportunity for students to learn and use words or phrases of greeting and courtesy.

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to respond to social situations by giving the proper greeting or social courtesy to a statement presented by the teacher.	Motivate the class for this activity by reading the book, *What do You Say, Dear?* by Sessyle Joslin (W. R. Scott). Discuss with the class some common greetings or courtesy words that they hear or use every day. Examples: *Good morning.* *Excuse me.* *How are you?* *Good-bye.* *Please.* *You're welcome.* *Thank you.* *I'm sorry.* Write the words on an experience chart and discuss the appropriate times or situations for their use. Give students a situation and have one of them or the entire class respond with the proper word or phrase. Examples: 1. *Someone gives you a birthday gift and you say.* __________________. 2. *You accidently bump into someone in the hall and you say*__________________. 3. *Your mother asks you to bring in the newspaper and she makes sure to say*__________________. 4. *When you apologize for something you did, you say* __________________.	Experience chart equipment Props if dramatization is used *What Do You Say, Dear?* by Sessyle Joslin	Give the students many natural situations in which they can use this skill. Examples: 1. *Daily greetings to and by pupils.* 2. *Introducing visitors, teachers, parents, new students.* 3. *Making courtesy a built-in aspect of pupil and teacher behavior.* 4. *Observing courtesy during classroom social functions, such as recess, gym, and lunch time.* 5. *Greeting personnel around school, community, bus driver, lunch room helpers, principal, communicating with each pupil individually during the school day and serving as an example of speaking courteously.*

Brainstorming

LESSON #14
SCOPE OF LESSON: To help children expand their language. **LEVEL:** Intermediate

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to contribute one sentence that fits a category defined by the teacher.	Divide the class into teams by rows, or girls vs. boys. Name a category such as: "Tell me something you could carry in a paper bag." If desired, formulate a response pattern for the pupils to use. "I can carry a __________ in a paper bag." Put a tally mark on the board for each original contribution given by a team. Other categories to use: Name a farm animal. Tell me a zoo animal. What would you like to be when you grow up? Tell me something that can move. What cannot move? What can you do with a piece of paper? Tell me a kind of food. What is something cold? Tell me something you can use when you write. What comes in a box? Tell me something red.	None	

Sequential Events

LESSON #15
SCOPE OF LESSON: To provide an opportunity for students to verbally arrange events in sequence.

LEVEL: Intermediate

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to demonstrate an ability to perceive and arrange events in sequence by listening to a story read by the teacher and then listing the major points of the story sequentially.	Have pupils listen carefully to a short story, descriptive paragraph or explanation. After the pupils have listened call on a student to summarize the major points of the material read. The stress in this activity is placed upon verbalizing these events sequentially.	Short story books Newspaper articles Recipes Directions or instructions for an activity Story records Record player Game directions	This type of activity can also be used for listening or written expression. Rather than having the students verbalize the events, list events from the story, on the board in scrambled order. Go over the events with the pupils. Then have the students write the statements in the correct order. In this way, the entire class is involved in the activity. The complexity of the material used or number of events to consider can vary to accommodate the needs of a particular class.

Speciality Reports

LESSON #16

SCOPE OF LESSON: To increase pupil ability in verbal expression through reporting and to give pupils an opportunity to prepare and give a short oral report.

LEVEL: Advanced

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIAL	VARIATIONS
To be able to show ability in verbal expression by presenting an oral report of sufficient length to cover a subject of interest.	Pupil reporting is one way for students to incorporate additional verbal expression into the curriculum. Each pupil chooses a subject about which he or she prepares a short oral report. The topics should evolve from the students' interests and follow the sample report form. ORAL REPORT FORM Preparing your report: Name or title Basic idea Body of report Summary of ideas presented Practice: Present your report once or twice to a friend. Presenting your report: Have your report written out. Stand tall without moving papers. Speak clearly and loudly. Look at the class once in awhile. Ask if there are any questions. Allow time for a question and answer period.	A sample report form, in the appendix, which can be gone over by the entire class, duplicated and distributed to the individual students	

Choral Speaking

LESSON #17
SCOPE OF LESSON: To give pupils an opportunity for language in the security of a group. **LEVEL:** Advanced

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to demonstrate increased ability in speaking in unison as shown by reading short jingles, rhymes and poems provided by the teacher.	This is a perfect activity for the student who is shy and reluctant to express himself. Through choral speaking students get a sense of the rhythm of speech as well as practice in articulation, memorization and reading. Other activities utilizing verbal expression, which are particularly useful for special education students or students who are shy or insecure are: Plays Dramatizations Puppet activities Shadow plays	Children's books of poetry, rhymes and riddles appropriate for choral speaking. *How to Help a Child Appreciate Poetry,* Mildred A. Dawson and Mary A. Choate, Fearon Publishers, San Francisco, 1960.	In addition to all group choral speaking, many selections are appropriate for small groups. A class can be divided into three or four small groups of four or five children each. Choral speaking selections can then be divided into sections for each group. Students might enjoy memorizing these shorter selections and performing for other classes.

Small Talk

LESSON #18
SCOPE OF LESSON: To promote social conversation through dramatizations.

LEVEL: Advanced

INSTRUCTIONAL OBJECTIVE

To be able to show an ability to sustain or initiate a social conversation by asking questions, giving information and responding to questions in dramatized social situations.

ACTIVITY

Mentally retarded pupils may have a difficult time expressing themselves and being at ease in social situations. Practice can be given in the classroom to develop some skill in creating and maintaining informal small talk discussions. Proficiency in this area will help students feel at ease.

Set up informal situations in which two or more students participate in an informal small talk discussion. This can be dramatized as taking place on a bus, in a restaurant or in a department store.

At first you will have to structure this activity. As the students become more relaxed and proficient in their ability to maintain an informal discussion, give less structure and allow the students more freedom.

Suggested Places	Suggested Topics
In a restaurant	*The menu, food prices, favorite foods, the decor.*
On a bus	*Transportation, transportation costs, weather, scenery.*
In a department store	*Purchases, what you are looking for, other stores in the area, new styles.*
General topics	*Friends, children, family, pets, work, (job, housework), weather movies, television, shows, books, social activities and relationships.*

RESOURCE MATERIALS

Props needed for dramatizations

VARIATIONS

1. Do the pupils recognize certain basic elements that make for good conversations?

Examples: *Being a good listener*

Waiting your turn to speak

Answering appropriately

Sticking to a topic

Switching topics with some cohesiveness

Expanding basic yes/no answers

These elements can be recorded on an experience chart for class discussion or as a means of review.

2. Use tapes to record and evaluate discussions (listening, speaking skills).

3. Show films on friendships and social relationships to discuss with students.

Telephone Techniques

LESSON #19
SCOPE OF LESSON: To encourage pupils to use the telephone.

LEVEL: Advanced

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to demonstrate gathering information, giving directions and calling for the fire department, police department or doctor's service, when given telephone equipment.	Older students, particularly teenagers, enjoy talking on the telephone. Although social conversation is an important aspect of verbal expression, the students should be aware that the telephone is also used for getting help. At first structure this activity by giving students situations in which you want them to use the telephone. Later allow them greater freedom in choosing and structuring their own situations. Sample verbal expression situations: *Calling to extend an invitation* *Calling to give directions* *Calling to make a train or plane reservation* *Calling to register a complaint*	Play telephone (house and pay phone) Teletraining materials: *Teletraining for English and Speech* *Telephone Activities in the Elementary Grades* *Teletraining for Business Studies* American Telephone and Telegraph Company, 1962, U.S.A.	1. Can the student call the doctor or police station and give his message? 2. Can the student be clear and explicit in using speech as a means of getting or giving information? 3. Is the student more at ease in verbal expression after practicing on the telephone? 4. Tape record and discuss these practice conversations. 5. Give practice in social, along with purposeful, conversation. 6. Use an experience chart as a means of recording good telephoning techniques. Examples: *Identify yourself* *Speak clearly* *Do not speak too loudly or too softly* *Be specific about information you are giving or want to receive*

Books

LESSON #20

SCOPE OF LESSON: To use a variety of books as a means of stimulating oral communication. **LEVEL:** Advanced

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to be stimulated by books as shown by talking about them, oral reporting, evaluating, discussing or debating.	Choose a book to read to your class. For young students the story should be short and simple, not more than 15 minutes in length and containing many large, bright illustrations. Older pupils enjoy action stories which may be read over a period of two or three days. Activities that can follow a story or book: *Summarizing the story* *Verbalizing events in sequence* *Giving a short oral report* *Class or small groups discussing the story* *Asking and answering questions about the story* *Dramatizing a section of the book* *Telling a made-up story about a similar object* *Working on statements for an experience chart involving the book that was read*	Recommended book categories: Animal stories Mystery/adventure series Stories about boys and girls in the same age group Science fiction Sports Occupations Sea stories Space stories Biographies of famous people	1. Good readers enjoy an opportunity to play teacher and read a favorite book to the class. 2. Students enjoy bringing books from home that are their favorites to share with the class. 3. Keep a file of 3''x5'' cards on which pupils have given you their immediate reactions to a book. You can check this file to see the type of book each student is most interested in reading, help him find more of this kind of book or suggest a different type to expand his interests.

"News Flashes"

LESSON #21
SCOPE OF LESSON: To use a current events experience chart as a means of stimulating language and illustrating correct usage of speech, grammar and sentence structure.

LEVEL: Advanced

INSTRUCTIONAL OBJECTIVES	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
1. To be able to summarize a current event item and orally present it to the class. 2. To be able to punctuate these sentences after they have been written.	Ask pupils to verbally share a current event item or news flash with the class. These events can be taken from news reports on television, radio, newspapers or magazines. Have students summarize the item into one or two statements. Record the student's contribution in written form using large clear lettering on an experience chart. Continue this same procedure until four or five children have had a chance to present their news. Read the experience chart to the class, thus summarizing all the information presented on that particular day. You and the pupils then look at and examine the chart in terms of grammar and sentence structure. Some factors that should be considered are capitalization, punctuation, use of words and sentence order. Either stress one particular area of grammar each day or handle all areas. After the account is written, gone over and made grammatically correct, you and the class read the chart. This activity can be done daily, twice a week, or weekly, depending upon student motivation, the amount of news brought in or the practice needed.	Newspapers, *Weekly Readers,* Magazines Scissors for clipping articles Large, lined experience chart paper Easel or stand Black felt pens	Every month you and the pupils might go through the experience charts compiled during that month for a "Monthly Highlights" issue. Here, the most important events of the month are summarized on an experience chart and the daily or weekly accounts are discarded. Example: January *Temperatures were below zero for one week.* *An airplane crashed at the New York airport.* *The president vetoed a bill for education.* These are gone over for grammar, punctuation and then read. The monthly experience charts can then be compiled into a yearly account.

Reading Helpers

LESSON #22

SCOPE OF LESSON: To give the child practice in speaking and reading before a social group.

LEVEL: Advanced

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to prepare and read a story appropriate for younger children with their teacher present.	Older students often babysit. Reading to small children can be introduced as a way of entertaining them.	Wide selection of children's books	
	Bring a selection of children's books to class. The reading level should be appropriate to the student's abilities.	Prior commitment from primary classroom teachers to allow students to visit their rooms	
	Guide each student in selecting a book he would like to read.		
	Have each pupil choose the classroom he would like to visit. (More than one student can go to the same room but on different days.) Develop and send a letter requesting permission from primary classroom teachers to present the story to their class, giving the student's name and title of the book he has chosen.		
	Schedule practice sessions for the class to break into small groups and read their stories to each other.		
	Excuse students from class to go to their assigned rooms and present their stories.		
	Let each student report back informally.		

Self-Evaluation

LESSON #23

SCOPE OF LESSON: To encourage pupils to think about and evaluate what they say and how they say it.

LEVEL: Advanced

INSTRUCTIONAL OBJECTIVES	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
1. To be able to dramatize social situations which involve an opportunity for listening and an opportunity for language. 2. To be able to evaluate on a check-list of speaking and listening skills, a dramatized job interview and a social conversation.	Discuss and go over the checklist of good speaking and listening skills. A simulated job interview involves the skills of listening and language. Structure the first dramatization (tell the pupils what to say) and choose two pupils to give a sample demonstration. Once the pupils get the idea, have them dramatize informally, taking turns playing the interviewer and the person being interviewed.	Devices for listening: tape recorder, radio, television, record player Props for dramatizations Checklist for evaluating speaking and listening skills (see appendix) Sound films, projector, screen	1. Adolescents also enjoy dramatizing social situations which are meaningful to them. For example, a conversation between two girls discussing a dress, dance or a particular boy; two boys speaking about cars or sports; a boy or a girl discussing a date. You and the class try to evaluate their performances, as a speaker and a listener, taking into account the criteria found on the checklists. 2. Supply materials which enable students to evaluate others' oral expression. Some devices that would be useful for this activity are: *Radio programs* *Television shows* *Dialogue from plays* *Films* *Tape recording of the students and their conversations* 3. As the pupils become more aware of listening to and evaluating the language of others, they become more capable and careful in evaluating their own oral expression.

Visit

LESSON #24
SCOPE OF LESSON: To provide children with opportunities to communicate with a group of adults.

LEVEL: Advanced

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to answer a question (submitted by an adult group beforehand) when asked at a meeting of that group.	An interested adult group (Council for Exceptional Children, Association for Retarded Children, PTA) may want to find out more about the work-study program at your school. Ask the group for ten questions. Put the questions into a form the children can understand. Explain the group's interest to the pupils. Let each pupil choose a question to answer. Have each student write out the question and the answer he will read when called upon. Prepare the pupils for the social situation they will encounter. Possible questions: *What job are you presently doing?* *How did you prepare for this job in school?* *Will you continue with the same job after you finish school?* *What problems do you have at work?* *What good things happen at work?* *Would you advise a friend to stay in school and be in the work-study program rather than drop out?* *What do you need more of from school?* *Does your family like the job you are doing?* *Do you get paid for your work?* *How much time do you spend at work?* *Have you ever lost a job? Why?*	Sample questions Paper Pencils	

ADDITIONAL SUGGESTED ACTIVITIES

1. Share-and-tell
2. Oral response games
3. Presenting plays
4. Puppet shows
5. Oral reports
6. Experience charts
7. Classroom discussions
8. Debates
9. Making tape recordings
10. Choral and unison speaking
11. Recitation of rhymes and poems
12. Singing
13. Creative dramatics
14. Role-playing situations
15. Telephone activities
16. Hosting visitors, resource people
17. Field trips
18. Reading aloud
19. Rote-response activities--Example: *counting and alphabet, rhymes*
20. Riddles
21. Team-learning activities (children teaching other children)
22. Group seating or small group projects
23. Compiling class newspaper
24. Round table/lunchroom seating
25. Teacher-pupil planning, lists
26. Telling stories
27. Viewing and discussing television programs, films, movies
28. Speechmaking--Example: *for election to classroom office*
29. Playground activities
30. Using pictures as a stimulus for language
31. Verbalizing sensory experiences--feeling, hearing, seeing, smelling, tasting
32. Verbalizing feelings and emotions
33. Using cooking, art, music to stimulate language
34. Using field trips to stimulate talk
35. Whisper stories

36. Completing sentences
37. Alliterations
38. Greetings
39. Carrying messages
40. Answering and asking questions
41. Summarizing
42. Conversing
43. Criticizing and evaluating ads, programs
44. Ordering supplies or ordering from a menu
45. Verbalizing experiences
46. Classroom council

EQUIPMENT

Books
Records
Tape recordings
Scripts of plays
Newspapers (daily and class)
"Weekly Readers"
Large trucks
Telephone equipment
Costumes and props (dramatics)
Ear phones
Puppets
Magazines
Comics
Daily calendar
Art material, supplies
Experience chart equipment
Doll house corner, dolls, doll house
Playground equipment (dramatics)
Rhythm instruments
Guitar or autoharp (for accompanying singing)
Resource personnel
Role-playing books

Movies
Slide projector
Overhead projector
Stuffed animals
Films
Television
Radio
Small cars and trucks
Toy soldiers
Family people
Blocks
Sandbox
Dress-up clothes box
Catalogues
Weather charts
Pocket chart
Mirror
Piano
Live animals
Displays
Bulletin boards

HANDWRITING ACTIVITIES

HANDWRITING

In order to complete his development of the communication skills necessary for self-expression and adjustment to society, the mentally retarded child must learn how to write. His need for this skill is not as great as his need for the ability to communicate verbally, but it is necessary for functional processes such as the writing of letters, messages, lists and the filling out of applications and forms. It is a necessary skill and one that the educable mentally retarded student is capable of attaining. The goal of the teacher in teaching the educable mentally retarded pupil to write is to help the pupil to learn to write legibly and accurately. The pupil should eventually be able to check himself for errors and correct them.

The teacher should not attempt to teach the educable mentally retarded pupil to write until the pupil is able to read. Learning how to write his name can be an exception to this advice. Another prerequisite for the successful learning of writing, is the child's cognizance of the relationship between the spoken word and its written symbols. The pupil is helped to see this relationship if the teacher simultaneously speaks and writes on charts or on the chalkboard, writes stories and information that the pupil has dictated to her and spends time labeling objects around the room.

In order for the pupil to successfully learn how to write, he must have the necessary eye-hand coordination. He must have the muscular coordination to maintain the posture and the correct position of the writing materials.

Before he starts to write, the pupil gets needed practice in the basic movements used in writing by using his large muscles in dramatizations, rhythms, physical education and art activities. The pupil's writing readiness is also furthered when he uses his small muscles while working with finger puppets, puzzles and crayons.

Special problems that the teacher of the educable mentally retarded might encounter and should be aware of when teaching her students to write are: left-handedness, more common in the mentally retarded population than among normal children; brain-damaged children who may be better able to learn cursive than manuscript; and reversals in writing occurring because the maturation in perception is slower among retardates.

Manuscript, rather than cursive writing is the style usually taught to the educable mentally retarded. Manuscript is similar to the type in books and typewritten materials. The letters are easier to form. However, there is some thought that teaching cursive writing early aids the pupil in seeing the total word.

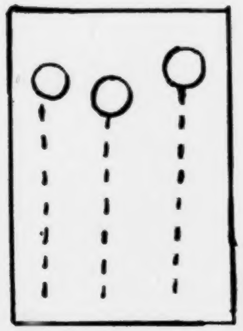
If the teacher and the pupil wish to switch to cursive writing, the switch should be made after the pupil has gained proficiency in manuscript writing and has the coordination to make the switch.

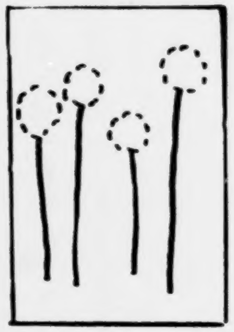
Basic Movements

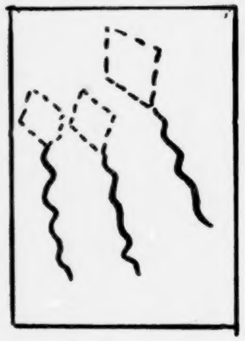
LESSON #1 **LEVEL:** Primary

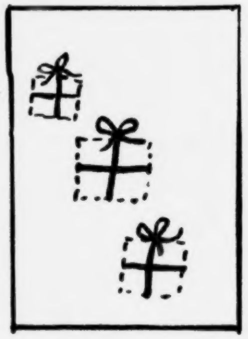
SCOPE OF LESSON: To give children readiness opportunities for manuscript writing

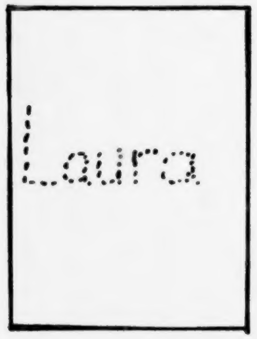
INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to develop readiness for the basic writing movements, by drawing lines and geometric shapes	Give the pupil dittoed papers on which he can follow the dotted lines to complete lollipops and sticks, strings and balloons, kites or gift packages. Can the pupil control the movement of his implement? Does he have the eye-hand coordination to follow the dots? Practice on this type of activity can be followed by the more formal activity of tracing letters and tracing the letters that constitute his name.	Dittoed illustrations	Other methods of giving the children practice in the basic writing movements would be to: 1. Allow them an area of the chalkboard on which they are encouraged to draw or scribble. 2. Give them finger paints which they can use on their bare desk tops or on paper. 3. Encourage them to paint with water and a brush on a chalkboard or on paper. 4. Give them an opportunity to "paint" the outside of the school building with water and house paint brushes. 5. Have them draw letters in wet sand, clay, dirt and snow, giving them lots of time to experiment.











Labeling

LESSON #2 **LEVEL:** Primary

SCOPE OF LESSON: To help the children realize the relationship between oral speech and its written symbols.

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to relate the spoken word to its written symbol by orally naming objects pointed to by the teacher.	Call yourself by name--"Mrs. Smith." Write your name on a slip of paper and pin it on yourself. Ask the children about other names in the class and then about names other than a person's name, for example: *Window* *Desk* *Chair* *Bookshelf* *Articles on display* Write the name of the object on paper and attach it to the article with transparent or masking tape. It is not necessary for the labels to be permanently attached.	Slips of paper Transparent or masking tape Pen, pencil, crayon or felt tip pen	Older students can write and attach labels to the objects for practice in writing. Labeling articles in a display has the purpose of identifying the articles as well as giving the student practice in writing.

Writing My Name

LESSON #3 **LEVEL:** Primary
SCOPE OF LESSON: To guide pupils in learning to write their names through a progression of steps.

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to write his name independently by successfully completing a series of steps designed for this purpose.	Make a name writing practice sheet for each pupil in the class. Go over a sample sheet with the pupils and give them a clear explanation of what they are to do. The pupils work on this independently at a rate comfortable for them. Present only one or two tasks at a time and have the slower pupils work on these for an entire work period. The more able students might be able to finish more steps or complete the entire worksheet progression during one work period. The following is a recommended form for pupil progression in learning to write one's name: 1. Practice in writing individual letters. 2. Trace name with teacher's help. 3. Trace name independently. 4. Join the lines. 5. Join the dots. 6. Fill in letters on slashes. 7. Write entire name independently. 8. Fill in missing letters.	Tracing paper Clear plastic sheets Grease pencils Magic marker Instruction sheets and examples	1. The tasks on this worksheet can be separated into individual worksheets where the pupil has practice in only one of the tasks. Example: *Tracing, joining dots* 2. Once the pupil has learned to write his name, give him functional practice using this skill. Example: *Labeling clothes, objects* *Signing papers or pictures* *Putting name on a list, classroom enrollment sheet, etc.*

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
	1. SSSSS SSS SSS ___ ___ ___ ttttt ttt ttt ___ ___ ___		
	2. STEVEN		
	3. STEVEN		
	4 Steven		
	5. Steven		
	6. _ _ _ _ _ _		
	7. __________		
	8. S_ _V_N ST_ _E_ _TEV_ _ This is a difficult concept and may not be necessary or appropriate for some retarded pupils.		

Left to Right

LESSON #4 **LEVEL:** Primary

SCOPE OF LESSON: To establish left to right arm movement as a prerequisite to writing.

INSTRUCTIONAL OBJECTIVES	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
1. To be able to write a smooth line within prescribed boundaries.	Instruct the children to start at the blue line and make a dot in every circle. Have the pupils start at the blue line and make an "x" in each box.	Sheets prepared by teacher Primary pencils or crayons	Different shapes can be used and different methods of response can be elicited, i.e., make a smaller circle within each circle from left to right.
2. To be able to proceed from left to right on a worksheet prepared by the teacher.	Direct the children to start at the blue line and draw a horizontal line through each cluster of lines making sure the lines do not extend beyond the last line in the cluster.		

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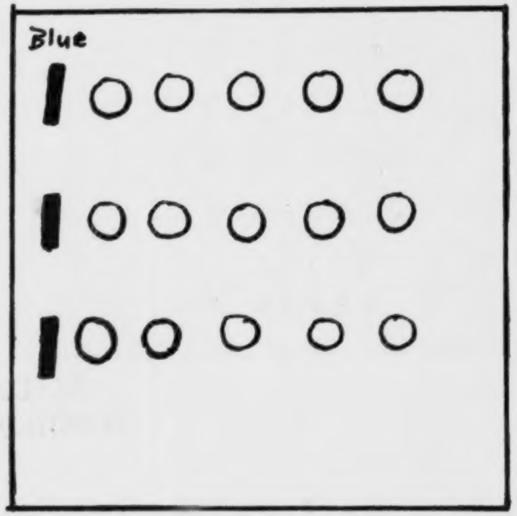

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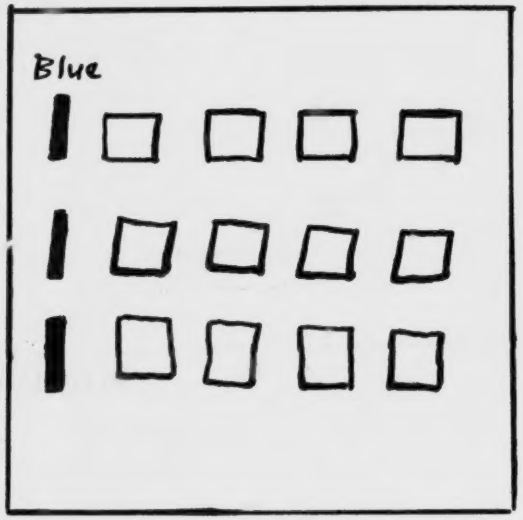

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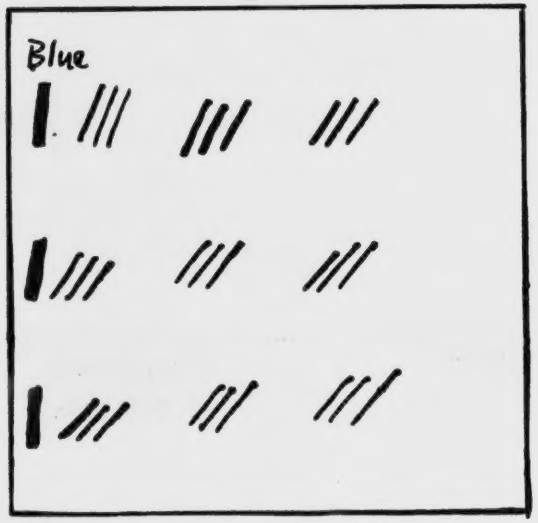


Names

LESSON #5 **LEVEL:** Primary

SCOPE OF LESSON: To give children practice in writing their names.

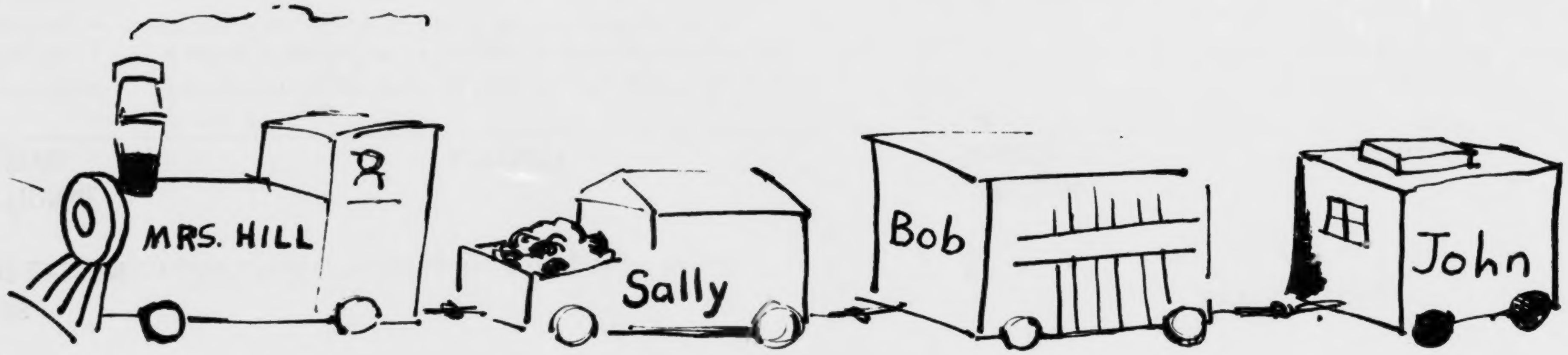
INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to practice writing his name by writing it on labels prepared by the teacher.	You and the class discuss how you can tell when a book, a game, a lunch box or a paper belongs to a particular person. One way is to see if there is a name on it. Each pupil can then tell you what objects he would like to label with his name--coat hook, art work, desk, chair, objects brought from home. Give the pupil the strips of paper on which he can write his name and help him attach the label to the object with transparent or masking tape.	Paper Tape Pencils, crayons Tracing or transparent tape	1. Students can practice writing their names by "signing" their art work, labeling their papers, signing pictures they make for classmates and sending out signed greeting cards. 2. Students can trace over their name which you write for them.

Name Train

LESSON #6 **LEVEL:** Primary

SCOPE OF LESSON: To provide an opportunity to evaluate a child's ability to write his name.

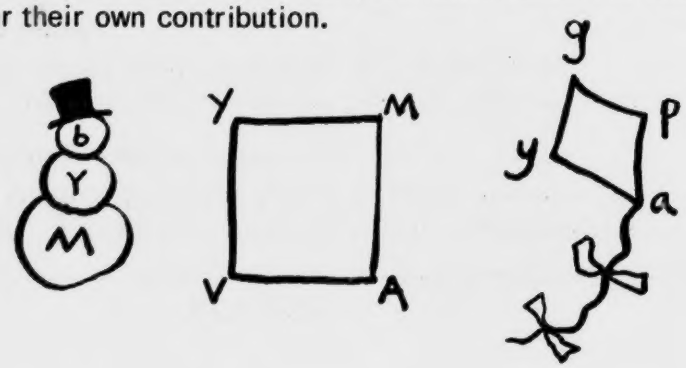
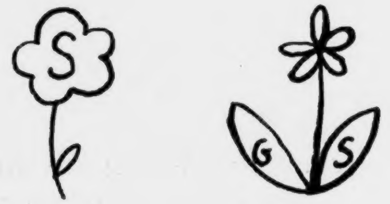
INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to write his own name on a line provided by the teacher.	Begin the activity by writing your name on the engine. Using shuffled name cards for a random selection, choose a card and have that student write his name on the next car. Continue drawing cards until all the students have had an opportunity to write their names on the train. This activity provides an evaluation of the child's handwriting as well as a colorful wall decoration. Later, cut the cars apart and allow each pupil to cut out his car and take it home.	Name cards Ten-foot strip of white butcher paper taped to chalkboard Teacher-drawn train with a car for each child Marker or crayon	Could be used for spelling words or with cursive writing at a higher level.



Decorate

LESSON #7 **LEVEL:** Primary

SCOPE OF LESSON: To provide opportunities for learning to write manuscript letters.

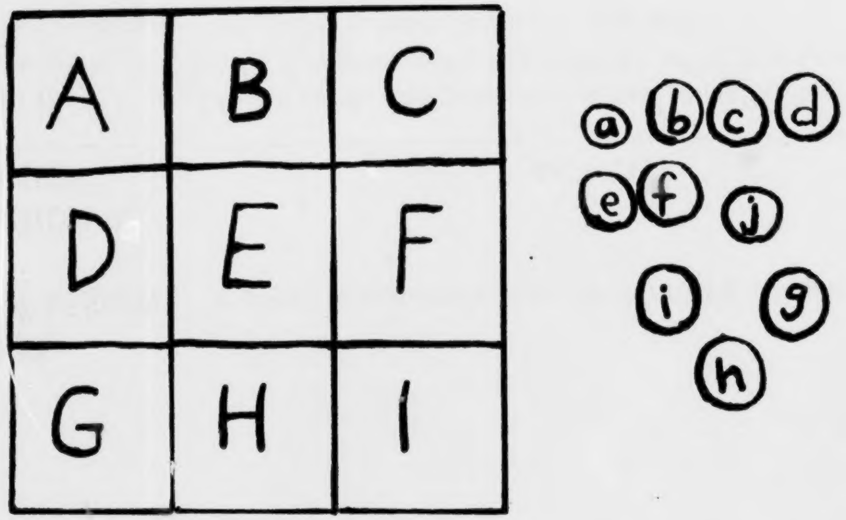
INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to correctly write a letter of the alphabet on the chalkboard after practicing it on paper.	After a letter has been introduced formally in a writing workbook, a speller or by the teacher, provide a time to evaluate each pupil's reproduction of the letter. Prior to the lesson use colored chalk to draw a shape on the board for each pupil. Use pumpkin shapes in the fall, flowers in the spring, and so on. Form the letter on the chalkboard for a model and choose a pupil to pick a shape and write the letter in it. If the letter is well-formed, let him pick another pupil to do the same and so on throughout the class. Letters are initialed so the students remember their own contribution. 	Chalkboard Colored chalk	This activity can also be used to give the students practice in locating points and finding directions. Example: *"Put an 'M' in the bottom circle of the snowman."* 

Letter Bingo

LESSON #8 **LEVEL:** Intermediate

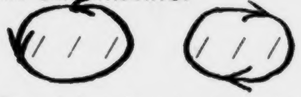
SCOPE OF LESSON: To provide an opportunity for the children to recognize upper and lower case manuscript letters.

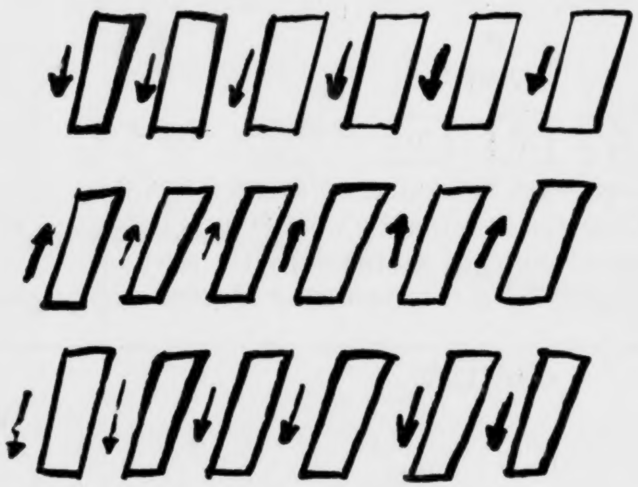
INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to develop the ability to recognize the upper case and the lower case manuscript letters that go with them by matching the letters on a "Bingo" card.	Give "Bingo" cards to the class on which nine upper case letters are written. Provide a box of markers on which lower case letters have been written. The pupil selects a marker from the box and tries to match it to a letter on his card. He places the marker on the appropriate letter. He can play this activity alone or several students can play together. The pupils can draw their own markers or one can select a marker for the person sitting next to him.	Several cards with upper case manuscript letters	Cards can be made with cursive letters and the students can match the manuscript letters to the cursive letters.
	The students can say the name of the letter as they take it out of the box. The first student to cover his card correctly is the winner.	Markers with lower case manuscript letters (more markers than cards)	

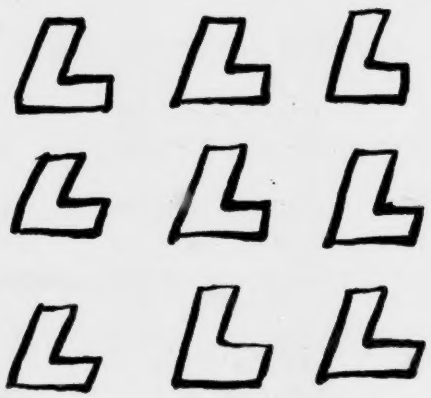


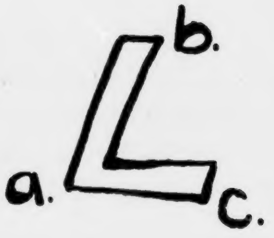
Cursive Strokes

LESSON #9
SCOPE OF LESSON: To introduce and practice strokes for cursive writing.
LEVEL: Intermediate

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to execute the strokes smoothly without picking up the pencil or losing the continuity of the strokes, as judged by the appearance of the written work.	Have a series of slanted boxes and angled boxes on the board. Starting with the row of slanted boxes, direct the pupils to follow the arrows for each row as they proceed from left to right. Then have them do the same exercise on their work sheets. When working with the angled boxes, have each pupil do the following sequence on the board. Go to "a" and quickly to "c" and back to "a." After a trial at the board, allow the pupils to complete filling in the angled boxes at their seats. Give them a plain lined sheet to make their own slanted boxes.	Mimeographed sheets of slanted and angled boxes Sharpened pencils	Practice these strokes on the board: Draw a slanted line three times / / / Do one row that way, next row in this manner  Provide sheets for practice.





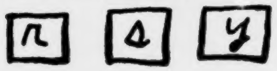
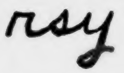


Letter Jumble

LESSON #10

SCOPE OF LESSON: To give practice in joining letters.

LEVEL: Intermediate

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to correctly join cursive letters when given unjoined random letters.	One pupil at a time selects three cards from the mystery box. He must write the letters selected on the line opposite his name, joining them correctly in any order he chooses and replacing the cards in the box when he is through. Example: *He sees:*  *He writes:*  For the second and third rows of names, increase the number of letters to be drawn and joined. If the letters are not correctly joined, the pupil must erase his attempt and rearrange the letters for another attempt.	A set of alphabet cards on 2''x2'' oaktag squares written in cursive Mystery box--big enough for child's hand Chalkboard and chalk Two or three sets of names on the chalkboard with a line next to each name. Examples:	Spelling words can be practiced by cutting the words apart. The pupil correctly arranges the letters and correctly joins them as he writes.

John __________
Sally __________
Mary __________
Bill __________
Terry __________

Terry __________
Mary __________
Bill __________
John __________
Sally __________

Bill __________
Sally __________
Mary __________
John __________
Terry __________

ADDITIONAL SUGGESTED ACTIVITIES AND EQUIPMENT

Readiness:

1. Ball catching and throwing--begin with large ball
2. Rhythmic movements--marching, skipping, clapping, hopping
3. Bead stringing
4. Weaving
5. Cutting
6. Paper folding
7. Pasting
8. Tracing
9. Sewing cards
10. Sewing with yarn
11. Nail pounding
12. Tracing around the dot books
13. Soap carving
14. Tracing--following the dot books
15. Shoelace tying
16. Coloring
17. Painting with brushes and paint--finger painting, water painting
18. Using peg boards
19. Playing with construction toys--blocks, Tinker Toys, Lincoln Logs
20. Lego, Constructo Straws
21. Playing darts
22. Jacks, marbles
23. Using clay
24. Using hand and finger puppets
25. Making puzzles
26. Using a magic slate
27. Drawing, using chalk, felt tip pens, crayons, pencils on lined, unlined drawing, wrapping and newsprint paper and the chalkboard
28. Forming letters in sand, mud, dirt and snow
29. Noticing right and left hands when shaking hands and saluting flag
30. Practicing right and left movements in singing games--"Looby Lou" "Did You Ever See a Lassie"
31. Following right and left directions in physical education
32. Turning book pages from right to left

33. Holding child's hand and forming letters in the air
34. Tracing dotted lines and geometric forms, letters, names, words
35. Copying experience charts and stories from the board with chart paper
36. Copying from material close to the child or on his desk
37. Tracing letters using onion skin or tissue paper

Functional situations for learning and using writing:

1. Copying
2. Labels and name tags
3. Cards
4. Letters--friendly, thank you, greetings, notes, invitations, requests
5. Filling in applications and forms--library card, driver's license, employment, social security, magazine subscription, order blanks
6. Lists--shopping and things to do
7. Addressing envelopes
8. Package labels
9. Class directories
10. Messages and short instructions--"Handle with care," "Air Mail," "Do not open," "Breakable," "Danger," "Poisonous"
11. Signing name
12. Marking dates on calendar (mom's birthday)
13. Filling in school schedules
14. Writing reports, summaries

WRITTEN EXPRESSION ACTIVITIES

WRITTEN EXPRESSION

Written expression--thoughts, ideas and information on paper--is a more complicated extension of oral expression. It requires a more advanced development of concepts and greater ability in making generalizations and abstractions. The retarded child's level of performance in oral expression is low in relation to the normal child's ability in this area. Therefore, the retardate's ability to express himself through writing is lower than the normal child's ability. Nor will he be able to attain the normal child's level of written fluency.

All children learn to write in order to express themselves. However, it has been mentioned in the section on handwriting that the mental retardate's written expression is usually limited to practical uses such as; filling in forms and writing lists and letters. His ability will probably not be developed to the extent of being capable of writing stories, poems or reports for the pleasure of the expression.

The development of writing in the educable mentally retarded should be functional. It should be directed toward writing the type of material that he will use. However, regular practice must be provided to help develop particular skills or to treat specific problems. For instance, work sheets and board work can be provided on the use of capitalization and abbreviation.

It is neither necessary nor desirable to put a great deal of emphasis on grammatical structure, syntax or other technical aspects of writing. There is not unlimited time available for the teacher to teach nor for the retarded pupil to learn. Too much time spent on the technical aspects of writing means that other more important areas, which are capable of being more highly developed than written expression, will be slighted.

Follow the Letter

LESSON #1

SCOPE OF LESSON: To introduce students to the functional use of written communication through letter writing and to help them see what happens to a letter after it is written.

LEVEL: Primary

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to write a letter extending an invitation as demonstrated by participating in the planning, writing, sending and receiving of a letter.	Give young pupils some reason or occasion that necessitates the writing and sending of a letter. A natural situation would be to invite a person on the staff to a classroom activity, such as a play, holiday party or song fest. Example: *Invite the principal to the Thanksgiving play in the kindergarten room.* 1. Teacher and pupils jointly write the letter on an experience chart. 2. The class corrects, revises, and orally reads the prepared letter. 3. Trip to the store to purchase paper, envelope, and stamp. 4. Rewrite letter (address envelope, put on stamp and return address). 5. Trip to mailbox to mail letter. 6. Trip to post office (observe the various mail slots and windows, the stamping, weighing, sorting, packing, etc.) Pre-arrange for tour with post office official. 7. Watch for mail delivery at school. 8. When principal receives the letter, have him show it to the class and give his oral response. 9. Pupils look at the letter they sent and observe postmark, cancelled stamp, and length of time for delivery. 10. Write summary of total experience in experience chart form.	Materials for writing experience chart Stationery Envelope Stamp	1. With the teacher's help students send letters to their parents. 2. Have adults correspond with the class; perhaps an older group within the school.

Puppet Show

LESSON #2

SCOPE OF LESSON: To give the students a situation in which they can express themselves. **LEVEL:** Intermediate

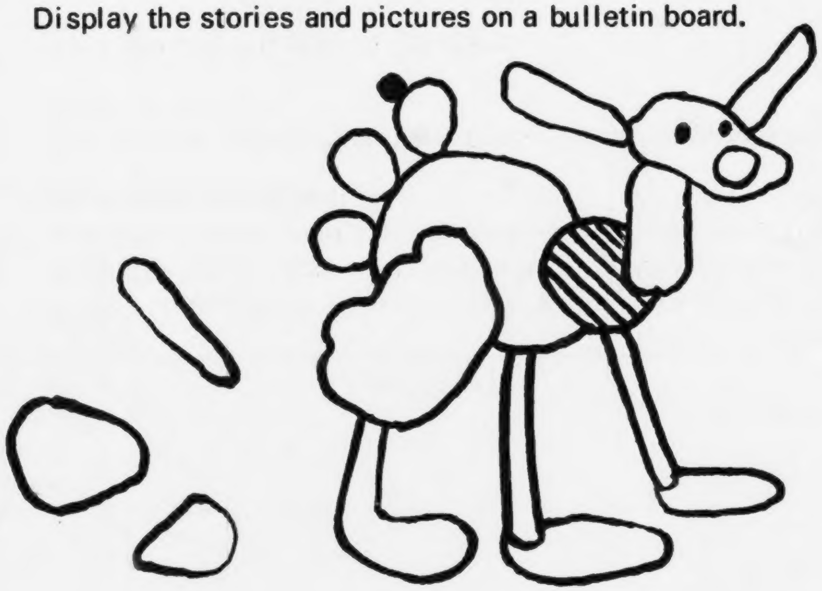
INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
1. To be able to express ideas logically and in sequence, by composing a puppet-play dialogue and dictating it to the teacher. 2. To be able to legibly copy the teacher's model.	After a small group of two or three students have made their puppets (either paper on sticks, socks, or fabric) they discuss with the teacher what their show is going to be about and what each puppet will say. The teacher writes down their lines. Each student makes a copy for himself. They present the play to the class.	Magazines or catalogues 6'' sticks Tape Scissors Ready-made puppets or Patterns and suggestions for making puppets in the appendix	

Make-Believe Animals

LESSON #3
SCOPE OF LESSON: To provide motivating activities to encourage original written stories and vocabulary growth.

LEVEL: Intermediate

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	VARIATIONS
1. To be able to construct a pretend animal from scrap papers provided.	Place the materials in a central location. Allow the class to choose materials and construct a pretend animal. As each animal is completed, ask pertinent questions to stimulate the pupil to develop a story about this animal.	Construction paper scraps of various colors, shapes and sizes Scissors	1. Tape record the stories. Display the pictures. Play the stories one at a time and have the other students try to recognize the picture being described.
2. To be able to express a story of two or three sentences by answering questions about his animal such as: "Where does he live?" "What does he do?" "What does he eat?"	*"Where does he live?"* *"What does he do?"* *"What does he eat?"* Provide paper for the pupil to write out his story. Display the stories and pictures on a bulletin board.	Yarn Fabric scraps Paper String Straws Paste	2. Have younger students dictate the story for you to write.



Riddles

LESSON #4

SCOPE OF LESSON: To give the students an opportunity and a reason to speak in front of the class, as well as to practice organizing thoughts, describing objects and to practice writing them down.

LEVEL: Intermediate

INSTRUCTIONAL OBJECTIVES	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
1. To be able to describe an object in three simple sentences.	Each day encourage several students to find and wrap small objects found in the classroom. Have them tell you about the object and together write a story describing the object.	Paper and tape Chart paper or chalkboard	Have the students copy one riddle from each day and make a riddle or guess book.
2. To be able to write these sentences legibly.	*Laura's Riddle* *It is hard.* *It is square.* *It has pages.* *What is it?* Put the story on a chart or on the chalkboard. The class reads it silently or the author reads it aloud, calling on different people to guess, "What it is." After several pupils have been called on or after someone guesses the answer, the pupil shows the object.	Chalk Felt marker	

Success Quiz

LESSON #5

SCOPE OF LESSON: To establish positive attitudes about the class and about the pupil's ability to communicate with the teacher.

LEVEL: Advanced

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to complete a sheet on which almost any answer is correct and which is interesting to the pupils.	For the first week of school, or for the first written work expected of the pupils, mimeograph a series of questions similar to the ones below. 1. Name the best movie you saw this summer. 2. Name two singing groups; one from England and one from the United States. 3. Name a singing group with an unusual name. 4. __________ is a slang word for someone who doesn't act or dress like most people in your group. 5. Name your favorite musical instrument. 6. Charlie Brown's dog is named __________. 7. ''Things go better with __________.'' 8. Name your favorite female singer. Does she play an instrument? 9. What is ''in'' this year in girl's clothing? 10. What television show do you watch on Wednesday night? Allow sufficient time for completion of the quiz. Then discuss the different answers.	Mimeographed question sheets	1. Instead of writing the answers have the pupils respond orally. 2. Make a bulletin board, ''Teen Scene,'' and have students contribute newspapers and magazine clippings. 3. Have each student make up a question, pool them and mimeograph their own questionnaire.

Personal Data

LESSON #6

SCOPE OF LESSON: To have the students fill out forms using legible manuscript and to give them a permanent record of the information they will need when filling out forms for employment, licenses, credit, etc.

LEVEL: Advanced

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to legibly prepare a resume' of personal information using manuscript writing.	Duplicate personal data cards which pupils can carry in their wallets. The pupils can then fill out the form. Give any help that is needed.	Personal data sheet (See appendix)	

Filling Out Forms

LESSON #7

SCOPE OF LESSON: To give the students practice in writing by having them fill out facsimilies of blanks and forms.

LEVEL: Advanced

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to correctly complete forms used in the community. For example: Library cards or applications for licenses, using their personal data card for information.	Duplicate facsimilies of library cards, drivers' license applications, social security applications, etc. Pass them out to the pupils and discuss the meanings of the words and the necessity for filling out the forms. The student then fills out the forms, referring to his personal data card.	Forms or facsimilies of forms to be filled in (See appendix) Students' personal data cards	

Free Gifts

LESSON #8
SCOPE OF LESSON: To motivate the child into wanting to write letters or postcards. **LEVEL:** Advanced

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to correctly write and address at least one postcard or letter requesting some free materials or information.	Collect information about free materials. Have each student choose the materials he would like to write for.	Addresses and information about sources of free materials	
	Help the children write a postcard or letter requesting the materials. Also assist them in addressing the envelope.	Post cards or envelopes, paper and stamps	

Cartoon Capers

LESSON #9
SCOPE OF LESSON: To inspire written expression.

LEVEL: Advanced

INSTRUCTIONAL OBJECTIVE	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
To be able to write a story or sentences related to a given cartoon picture.	Distribute the mimeographed sheets to the class. Be sure each pupil understands the statement or question under the cartoon. Direct the students to write their completion of the sentence or their answer to the question below the picture. Then have them decorate the picture with colored pencils, magic markers or crayons.	Mimeographed sheets with cartoons and a motivating statement or questions (see appendix) Colored pencils, magic markers, or crayons	Expand your selection of cartoon capers by using coloring books, "Batman," "Bugs Bunny," etc. Coloring book pages can be cut out, pasted to the top of the writing page and a teacher-written caption added. Older students can make "books" for a younger group and deliver the finished product themselves.

Dictionary

LESSON #10

SCOPE OF LESSON: To help students expand their vocabulary on a self-directed basis. **LEVEL:** Advanced

INSTRUCTIONAL OBJECTIVES	ACTIVITY	RESOURCE MATERIALS	VARIATIONS
1. To be able to maintain and expand at the rate of five words per week, a list of unfamiliar words encountered in a subject area, by completing exercises given by the teacher. 2 To be able to find the meaning of these words in the dictionary, recording the word and its meaning on a growing list.	Provide sheets of lined paper. Have the pupils make a cover page with a title such as ''Vocabulary Words from Social Studies,'' or ''Science Words,'' or ''New Words From Civics.'' When new words are encountered, emphasize the word and suggest it as a possible vocabulary word. Have the pupils date their lists and occasionally check to see whether they are adding new words at the appropriate rate. Develop activities related to the lists. *1. Pupils can write out definition and word match sheets for each other to complete.* *2. Compile commonly listed words for a fill-in-the-blank exercise. Place the missing words at the top of the sheet for the student to choose.* *3. Assign certain words from each pupil's list for him to use in a sentence.* *4. Have each pupil alphabetize his personal list.* *5. Let the pupils develop a group list one week and split up the dictionary tasks into small groups.* *6. Have each student pick five words to illustrate. Other students can attempt to match the drawing with the correct word.*	Lined paper Dictionary Drawing paper for illustrations	

Which is Witch?

LESSON #11
SCOPE OF LESSON: To increase the student's understanding of homonyms and to give practice in written expression.

LEVEL: Advanced

INSTRUCTIONAL OBJECTIVE

To be able to use two homonyms in a sentence.

ACTIVITY

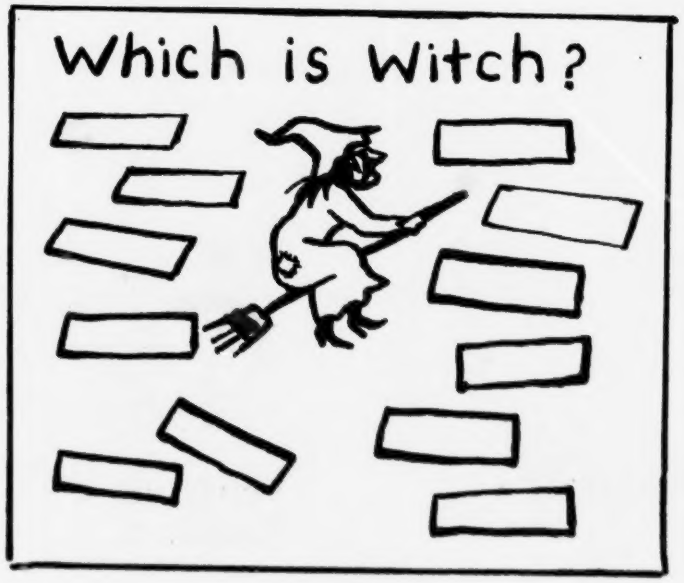
Pupils pick a strip of paper and write a sentence using the two or more homonyms. Pupils who are capable can use many strips or trade strips to see how many different sentences they can make. When the students have completed their sentences, each is allowed to read his sentences to the class. Other students try to pick out the homonyms and spell them aloud.

List of homonyms:

write - right
great - grate
be - bee
threw - through
hole - whole
wood - would
die - dye
cent - sent - scent
see - sea
knot - not
ate - eight
our - hour
sail - sale
heel - heal
new - knew
for - four
mail - male
bare - bear
flower - flour
piece - peace
one - won
to - two - too
buy - by - bye
sun - son
their - there
no - know
week - weak
blew - blue
meet - meat
rain - rein - reign
break - brake
wait - weight
war - wore
red - read
here - hear
some - sum
beat - beet
so - sew
him - hymn

RESOURCE MATERIALS

Teacher-prepared cards or strips of paper with homonyms on a bulletin board


Which is Witch?

VARIATIONS

ADDITIONAL SUGGESTED ACTIVITIES

1. Letters--thank you, requests for material, invitations, friendly greetings
2. Original stories
3. Supplying endings to unfinished stories and poems
4. Reports
5. School assignments (homework)
6. Filling out functional forms
7. Poems, riddles
8. Descriptions, summaries, instructions
9. Lists
10. Class newspaper
11. Personal data sheets
12. Personal vocabulary sheets
13. Class procedures (rules)
14. Class schedules
15. Writing about trip experiences
16. Answering questions
17. Taking messages--telephone or for teachers
18. Diaries
19. Writing play dialogue
20. Grammar activities involving writing: capitalizing, alphabetizing, punctuation
21. Bulletin boards
22. Labeling exhibits
23. Titles for drawings

EQUIPMENT

1. Chart
2. Paper--colored construction paper
3. Stimulus pictures
4. Pencils, pens, felt markers, crayons, paint
5. Envelopes
6. Stamps
7. Stationery
8. Dictionaries
9. Forms and applications--job, drivers' license, Social Security, checks, withdrawal slips
10. Catalogues
11. Library facilities
12. Telephone directory
13. Magic slates
14. Local newspapers
15. Poems
16. Field trips--motivating experiences
17. Photographs
18. Experience charts

SOME EXPERIENCES CONDUCIVE TO LANGUAGE

SOME EXPERIENCES CONDUCIVE TO LANGUAGE

1. Pets in the room.
   Children like animals and get a great deal of satisfaction and enjoyment from caring for them. Daily care and handling can become a time of spontaneous verbal expression. The children would have shared experiences to talk about: "We saw Fluffy eat the lettuce," as well as individual sensations to verbalize. "Fluffy felt soft and he wiggled when I held him." The students enjoy writing experience chart stories about the pet as well as attempting to read the stories. The student also develops more language at home when he shares his experiences about the pet. Rabbits, guinea pigs, hamsters, white rats, gerbils, toads and fish are successfully raised in the classroom.
2. Cooking experiences in the classroom encourage verbal expression even from quiet youngsters. The planning stage demands critical thinking and the writing of lists in sequential order. The actual activity can be a vocabulary as well as a social skill building time. Comparison of the individual ingredients to the final product can be verbalized. The rush of conversation as everyone takes the first bite will make the extra work worthwhile. And if the cooking experience can be preceded by a buying trip to the grocery store, even more experiences can be verbalized.
3. Field trips offer many different kinds of language experiences. Regardless of the place to be visited, teachers recognize the opportunities to verbalize. There may be a letter to be written for permission, a list of things to look for, or bus behavior rules to be reviewed. On the trip, each child might have a prepared question to ask or an individual objective to look for and tell the class later. Upon returning, have the older pupils write out the experience individually, have the younger students dictate an experience chart, or all draw a picture of something that especially interested them. All of the language gains from a trip will not be observed by the teacher. An exciting experience on a trip may be retold to playmates and family after school. The teacher's responsibility lies in the selection of a meaningful field trip. When units relate to a field trip, the motivation and understanding is built in. Other kinds of field trips may be planned for the social rewards. Trips to a park to play, to a restaurant for lunch, to another school to visit a class, to a farm to buy a pumpkin or a Christmas tree, or to a grocery store, are all popular. An interesting trip, and one which stimulates language, is a bus trip that passes each student's home. This motivates the student to talk about his neighborhood and home. There are many places to visit and each is a language development experience if all opportunities are recognized.
4. Leaving a flannel board set up in the room with numerous shapes, numbers or pictures will encourage students to verbalize as they manipulate and arrange the figures.
5. Setting aside a few minutes at the end of the day for a daily wrap-up can be a calm time for language to develop. The students can contribute a summary of what was accomplished during the day. Not only does this provide a review of the day but it also is an evaluation for the teacher. Were the accomplishments worthwhile? Was the tone of the day's accomplishments positive or were negative aspects too numerous? This activity helps the pupil formulate a concept of his day and helps him relate events to his family when he gets home.

INTEGRATING LANGUAGE DEVELOPMENT IN THE CURRICULUM

INTEGRATING LANGUAGE DEVELOPMENT IN THE CURRICULUM

Language arts are a part of the teacher's every day program. Increased proficiency in language skills is not necessarily the goal in all areas. However, the student's ability in language can be increased if the teacher is aware of and takes advantage of all opportunities to build the language skills in her program.

The following is a partial list of the times language skills can be developed and integrated into the daily program.

DAILY ROUTINES

A. Story Time

1. *Listening:* When the teacher reads aloud to the students, she expects them to listen for enjoyment and meaning. To enhance listening, she chooses stories of interest at the students' level.

2. *Oral Expression:* Stories provide opportunity for varied oral expression activities. The students repeat, dramatize and use puppets or felt figures and a flannel board to retell the story. The teacher helps build the student's vocabulary by introducing new words and explaining them to the class before reading the story.

B. Lunch Time

1. *Listening:* Lunch time can involve listening for directions. Pupils can be excused with categories such as, "Everyone with buckle shoes may leave." There are sequences of directions that must be presented also. "First you wash your hands. Then get your lunch. Then get in line." Directions must be consistent and changes explained, before understanding and compliance can be expected.

2. *Oral Expression:* If the teacher eats with the pupils she can introduce many interesting discussion topics; i.e., shape or contents of sandwiches, number of people who have apples. Each student should have an opportunity to contribute to the conversation.

C. Clean-Up

1. *Listening:* All cleaning routines involve listening. If each pupil is to clean up after himself, tell each one who is to wash his hands next, etc. In this way the class understands, is receptive to and can carry out the directions the teacher gives.

D. Recess

1. *Listening:* The teacher can have activities that require listening for directions at recess time. Coats can be gotten, balls distributed, jump ropes shared and a line established by giving the students directions. If these directions are consistent and given while everyone is sitting quietly, they will be understood and carried out.

2. *Oral Expression:* While helping a pupil with his coat or overshoes, the teacher has an opportunity for a one-to-one conversation. His oral expression might improve and his feelings of importance are boosted by a moment of individual attention.

E. Daily Wrap-Up

1. *Listening:* Students are expected to listen while someone is talking. If they are listening, they should offer an original contribution during their turn to speak rather than repeating a previously-made comment.

2. *Oral Expression:* At the end of the day, it is calming to both the teacher and the students to set aside a few minutes to discuss the day's events. The teacher asks herself and the class what was accomplished during that day. The students are encouraged to relate individual accomplishments, "I shared my cookie," as well as group accomplishments, "We learned the word, 'my.' " This wrap-up also helps the students remember the whole day so they can more easily share it with their families.

MUSIC

1. *Listening:* Music involves many listening skills. Using a variety of materials and methods we teach listening to high and low notes, loud and soft sounds, fast and slow rhythms and different combinations of notes. We also expect students to listen for enjoyment, for meaning, to recognize tunes and to sing the correct words to songs.

2. *Oral Expression:* Perhaps because teachers and pupils are relaxed, language seems to come easily at music time. To encourage relevant discussion teachers ask questions such as, "How did that song make you feel?" or "Which was your favorite song and why?" When songs involve actions, pupils can verbalize the story while others act it out.

ART

1. *Listening:* Students must listen for directions in art, since the activities may be unusual and involve new and different methods and materials. The teacher is aware of the listening skills needed and presents directions clearly, precisely and sequentially. The clean-up period following the project is also utilized to strengthen listening skills when the teacher again conscientiously gives directions.

2. *Oral Expression:* The very nature of the activity we call art motivates oral expression. The teacher encourages spontaneous conversation during art if she sets aside a specific time and perhaps a special table where lenient conversation rules apply. Students will want to talk about the materials, what they have made and what it means to them regardless of the art project being pursued.

MATHEMATICS

1. *Listening:* Developing skill in mathematics depends on listening habits. We expect pupils to listen for directions, listen to story problems, listen for rote-counting, listen for relationships and listen for cardinal concepts. In order for a pupil to be competent in applying mathematical concepts, he must first have heard and understood what the teacher has said. Teaching math effectively must involve teacher awareness and sensitivity to the seemingly incidental listening skills demanded. Directions should be short and easily understood. When presenting new ideas orally, the teacher should use her pupils' attentiveness as a guide to see if she is presenting more material than her pupils can assimilate.

2. *Oral Expression:* Teachers who pose problems to their pupils which require sentence answers are encouraging oral expression. Even the most basic mathematics activities can be used to develop language. "What do you have?" can elicit a reply such as, "I have three blocks." But, "How many blocks do you have?" only requires the answer, "three."

READING

1. *Listening:* Learning to read involves many listening skills. Listening habits must be acquired before reading accomplishment can be expected. Daily reading activities may involve diverse listening skills; listening for directions, listening for meaning, listening for initial and final sounds and listening for rhymes. When the teacher views reading activities as involving the opportunity to improve listening skills she can help the pupil profit maximumly from reading instruction.

2. *Oral Expression:* Reading provides many activities which foster oral expression. It provides for retelling or summarizing pages or entire stories. Some activities motivate the class to tell similar experiences. When new words are introduced students can be asked to use them in sentences.

3. *Handwriting:* Reading seatwork often involves practicing handwriting. Even if written responses require only a few lines, the pupil should be provided with paper, lined at intervals appropriate for his writing. If he is given this writing paper, he will be more likely to use the writing skills taught during "writing time." Pupils should be aware of your objectives. If you intend to grade reading papers on the basis of content and appearance, tell them before they do the work.

4. *Written Expression:* Older students may be expected to do many written activities relating to their reading. They can write a new ending for a story, use new words in sentences or even write a paragraph about something similar that happened to them. The written expression activities are much like the oral activities for younger students. However, written expression involves more planning and organizational skills.

SAFETY, SCIENCE AND HEALTH

1. *Listening:* Listening is involved although science instructions often involves "doing" more than watching and listening. The children must listen for directions for handling equipment, the sequence of the activity and even for the goals of the activity.

2. *Oral Expression:* Science activities often involve observation of an event such as planting a seed, or observing growth. In order to ascertain whether pupils understand the activity the teacher needs to ask questions. When these questions are phrased correctly, the pupil uses a complete sentence in replying. Because many science lessons involve recurring observations, the continuity can be maintained by using experience chart stories. The teacher can elicit sentences from the pupils that explain the current phase of the observation and the chart can be referred to later when a new phase is approached.

3. *Written Expression:* With younger students, written expression may be limited to contributions of a teacher-written experience chart. However, more advanced students may be able to write out the problem and results after a science lesson. These explanations, accompanied by pictures, can make a booklet of science observations which would compensate for a lack of adequate texts at the pupil's level.

4. *Vocabulary:* New observations and understandings require new words. If words encountered in a science lesson are copied on the board or a chart, the pupils can use them when they write or talk about the lesson. Pupils may make booklets of new words and their meanings to demonstrate increasing competence.

SOCIAL STUDIES

1. *Listening:* Listening for directions and for meaning are important in social studies. Films, reports and teacher-lessons will involve listening for meaning. The content of the material may determine listening success. The material must be attuned to the pupil's interest level and to his attention span. Directions must also be given on the appropriate level.

2. *Oral Expression:* Teacher planning is important in social studies units. The material must be divided into meaningful segments and presented in logical order. Continuing group discussions that "tie together loose ends" can help the students reach valid conclusions based on the material presented. A puppet show or dramatization may reinforce social understandings.

3. *Handwriting:* Handwriting will be practiced when students do the writing required in requests for information, invitation, thank you notes, etc. There can be additional practice if they copy experience charts or daily objectives from the board.

4. *Written Expression:* Letters requesting information may be sent, thank you letters may be written after a field trip, or pen-pals may be arranged with pupils from different areas.

5. *Vocabulary:* Many new words are encountered in social studies units. These words can be reinforced if a special chart is maintained throughout the unit and new words are added as they are encountered. Writing lessons can grow from this chart and spelling lists can be developed with the pupils drawing or cutting out pictures to put on the chart. Memory lessons could consist of vocabulary words taken from past units.

PHYSICAL EDUCATION

1. *Listening:* Listening for directions is important in the mastery of new skills. If a teacher handles her own physical education class she can control the listening level demanded. If a gym teacher handles the pupils, the teacher should have a session with her explaining the appropriate level of expectancy for particular students. Games with involved directions will not be immediately understood. Start with a game that has simple directions and add complications or variations later. Make directions simple and direct. Be sure the class understands what they are allowed to do before they start doing it.
2. *Oral Vocabulary Development:* Because physical education involves a range of activities separate from the classroom, new vocabulary is also encountered. The terminology may be taught in the gym but can be used in the classroom to encourage retention. Vocabulary words can be illustrated with pupil drawings. ''Tests'' could involve pantomiming the action suggested by a word or guessing the word when another pupil pantomimes it.

VOCATIONAL

1. *Listening:* Listening will be a very important part of vocational training. The pupil will be expected to pay attention to directions and to react correctly.
2. *Oral Expression:* By the time a student reaches a work-study program he has probably completed his ''textbook learning.'' Much of what he will be doing from now on will involve applying what he has learned. There will be many opportunities for oral expression, for evaluation, comparison and decision making. The student will still need guidance in order to consider all the relevant details and perhaps their relative importance. He should, however, be prepared to explain or justify his decisions. In order to guide the pupil in reaching decisions the teacher must help him formulate the problem, and possible alternatives and then ask why a specific choice was made.

   Most students are able to express themselves with their peers. Some practice in expressing themselves with adults in different situations should be given, however. Resource persons can be invited into the classroom or field trips taken to broaden the pupils' contacts with adults. Tape recorders can be used so pupils can evaluate their language.
3. *Handwriting:* If a written form precedes a personal interview, a student may be judged on his handwriting. He should be aware of this and be prepared to represent himself with his best handwriting. Practice with different sizes of blanks or spaces may help him scale down large writing.
4. *Written Expression:* Although the student may be limited in his ability to express himself in writing, he must be competent in understanding what response is required on questionnaires or forms that he is asked to complete. Practice sessions at school can prepare the student for this.

LIFE EXPERIENCE UNITS

When teachers use life experience units to shape the academic program they plan for a block of activities in the area of language arts. The choice of a unit topic is partially influenced by the adaptability of that topic in providing a well-rounded range of activities. Even if a particular unit topic may not be strong in language arts sub-topics or activities, teaching the unit will involve areas of language arts.

1. *Listening:* Units involve the need for listening. Whether listening for meaning, enjoyment or for a specific fact, the teacher needs to be attuned to the pupils. She needs to know their level and their attention span. She must also be aware of shortcomings in the materials she has selected for use. She must have alternative activities planned in case materials are not appropriate for her listening objectives. When pupils are prepared for a lesson involving listening, for whatever purpose, when they have a goal for listening, and when the material can help them achieve that goal, they will be better listeners and therefore better learners.

2. *Oral Expression:* Hopefully the unit topic selected is meaningful to the students and inspires spontaneous expression. However, the teacher cannot rely on intrinsically interesting materials to invoke all oral expression. She must provide activities which call for oral expression. For younger children, asking for a sentence relating to the topic will be enough. Hats or puppets evoke free expression from young students. For the older students, a paragraph or story may be expected. Creative dramatics related to the unit topic will encourage oral expression. A group story told and tape recorded will be motivating.

3. *Handwriting:* Handwriting practice is developed in relation to an experience unit. Younger pupils copy experience charts or lists from the chalkboard or from a chart near their desks. Older pupils practice when writing their own work. Establishing goals for handwriting helps the pupils attend to their written work. The work will not always be neat on the first draft. Perhaps waiting and redoing the assignment the next day would be better than forcing the pupil to finish right away.

4. *Written Expression:* Because life experience units are on-going developments, there is no text to follow or to refer back to. Thus, a written record must be kept by the pupils themselves. Whether this is done by the entire class on an experience chart or individually on paper, will depend on the age of the class and the ability of the children. Older pupils develop and write their own sentences. Assignments are given which require sentences or paragraphs. Writing can be a project for which the pupil volunteers or which the group develops together. Sentences can be written to explain pictures, tell the sequential order of a project or summarize the unit. Letters can be written for information or thanks given to a resource person as a result of a trip. Experience units introduce many new words, these words can be written on a chart labeled, for instance, "Words for the Policeman." As the list grows, the children recognize their increasing competency and knowledge of words. The vocabulary words are used in many ways. Pupils can develop a picture dictionary. They can alphabetize the list or use the words in a sentence. These activities involve listening, oral expression and written expression, as well as vocabulary development.

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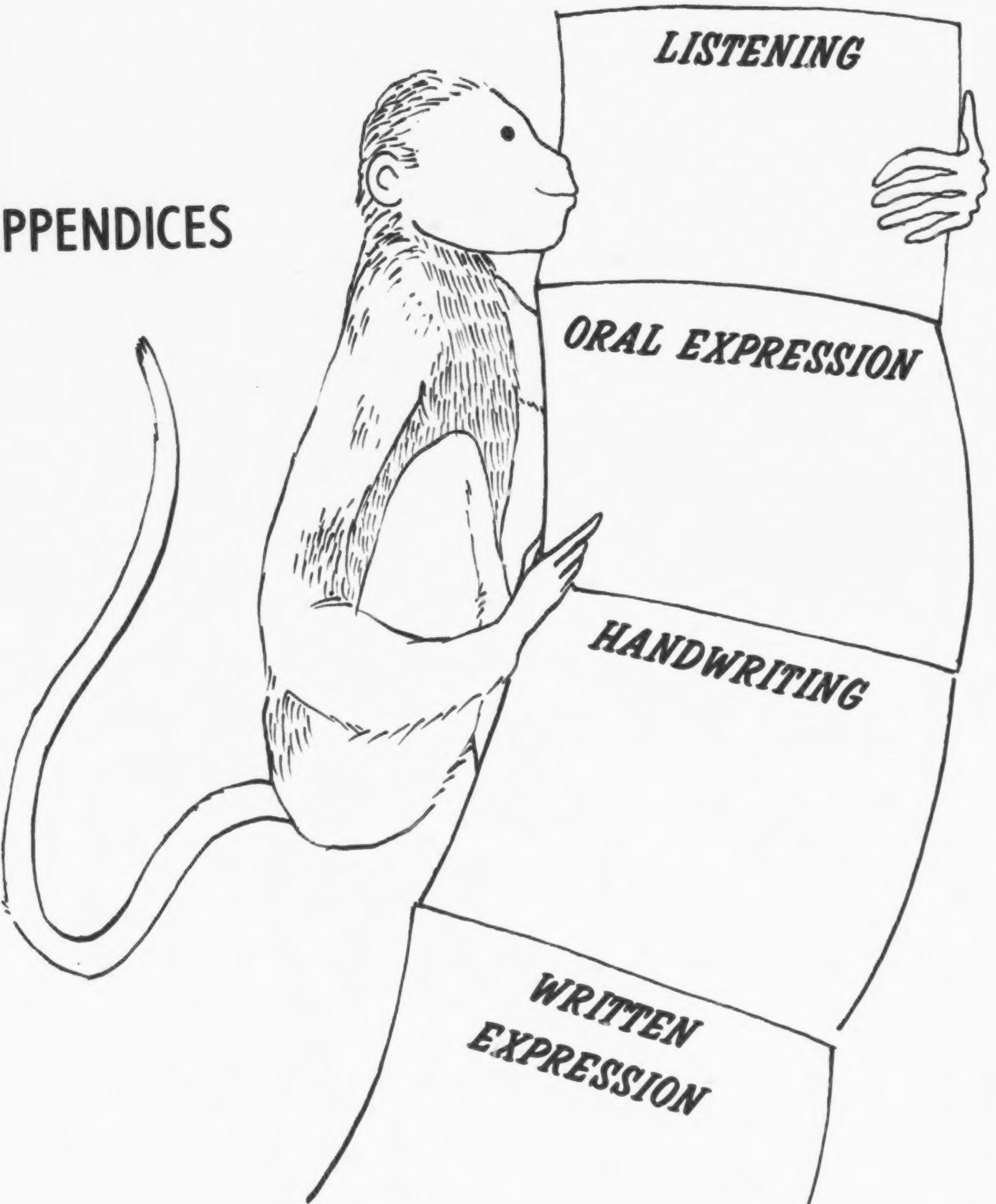
APPENDICES


LISTENING
ORAL EXPRESSION
HANDWRITING
WRITTEN EXPRESSION

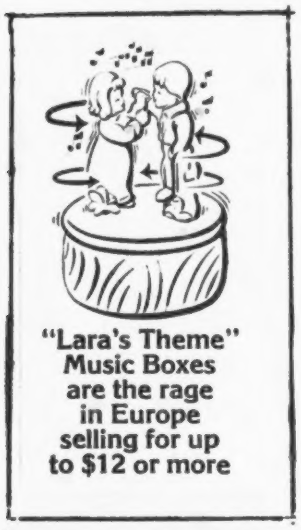
LISTENING

Read These Ads
A Prize for Emily and Questions

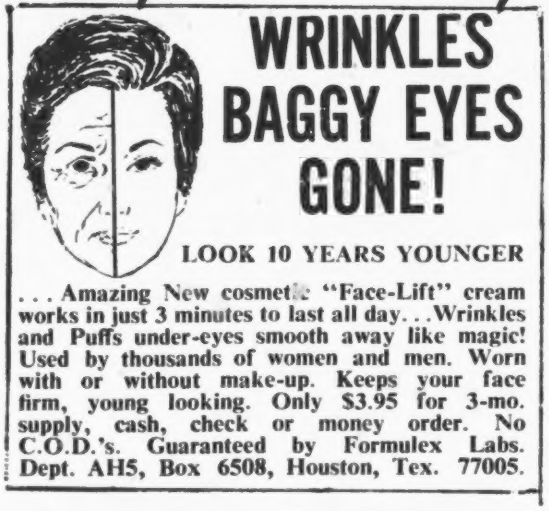
Read these ads.

Do they mean what they say?

Do they say what they mean?



"Lara's Theme"
Music Boxes
are the rage
in Europe
selling for up
to $12 or more

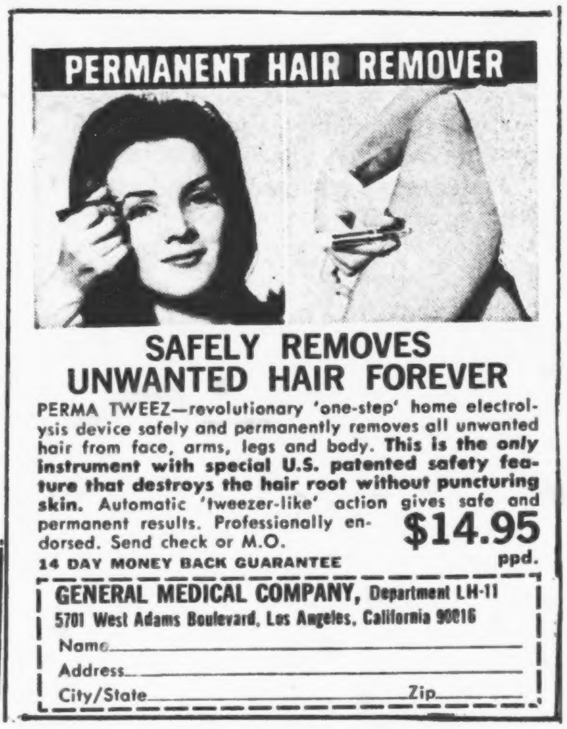


WRINKLES BAGGY EYES GONE!

LOOK 10 YEARS YOUNGER

. . . Amazing New cosmetic "Face-Lift" cream works in just 3 minutes to last all day. . . Wrinkles and Puffs under-eyes smooth away like magic! Used by thousands of women and men. Worn with or without make-up. Keeps your face firm, young looking. Only $3.95 for 3-mo. supply, cash, check or money order. No C.O.D.'s. Guaranteed by Formulex Labs. Dept. AH5, Box 6508, Houston, Tex. 77005.

The Promise of Skin Beauty from Lemons



PERMANENT HAIR REMOVER

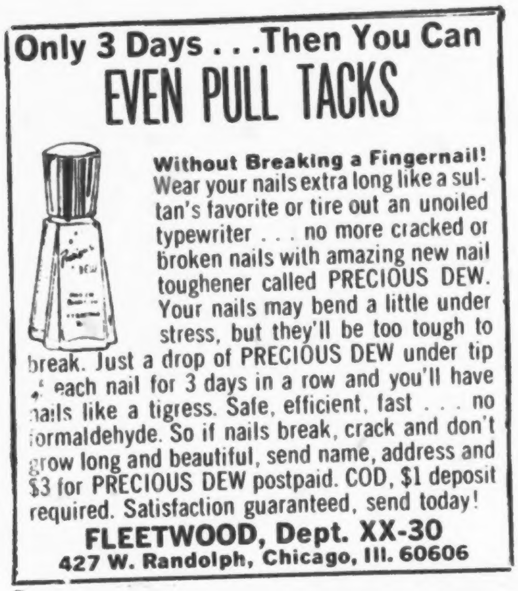
SAFELY REMOVES UNWANTED HAIR FOREVER

PERMA TWEEZ—revolutionary 'one-step' home electrolysis device safely and permanently removes all unwanted hair from face, arms, legs and body. **This is the *only* instrument with special U.S. patented safety feature that destroys the hair root without puncturing skin.** Automatic 'tweezer-like' action gives safe and permanent results. Professionally endorsed. Send check or M.O.

$14.95 ppd.

14 DAY MONEY BACK GUARANTEE

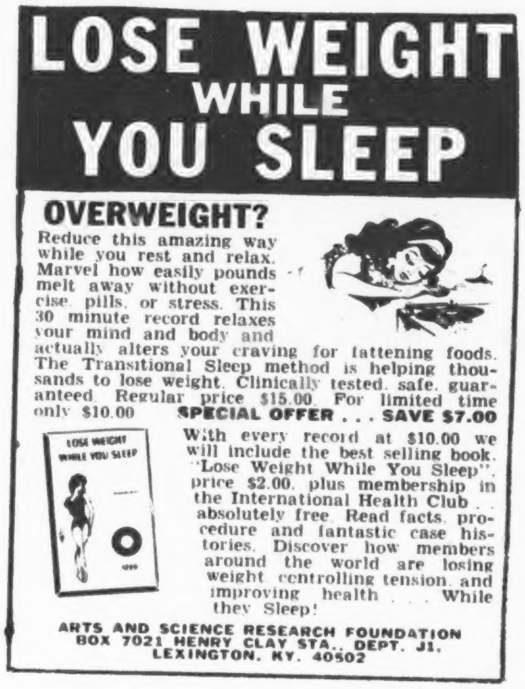
GENERAL MEDICAL COMPANY, Department LH-11
5701 West Adams Boulevard, Los Angeles, California 90016
Name____________
Address____________
City/State____________Zip______



Only 3 Days . . . Then You Can EVEN PULL TACKS

Without Breaking a Fingernail! Wear your nails extra long like a sultan's favorite or tire out an unoiled typewriter . . . no more cracked or broken nails with amazing new nail toughener called PRECIOUS DEW. Your nails may bend a little under stress, but they'll be too tough to break. Just a drop of PRECIOUS DEW under tip each nail for 3 days in a row and you'll have nails like a tigress. Safe, efficient, fast . . . no formaldehyde. So if nails break, crack and don't grow long and beautiful, send name, address and $3 for PRECIOUS DEW postpaid. COD, $1 deposit required. Satisfaction guaranteed, send today!

FLEETWOOD, Dept. XX-30
427 W. Randolph, Chicago, Ill. 60606



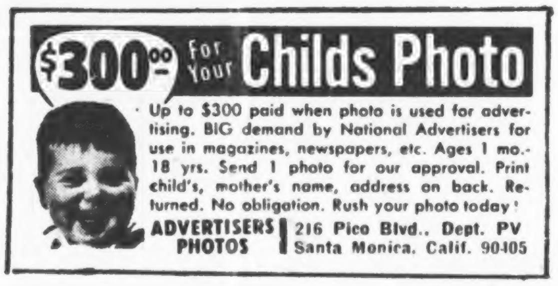
LOSE WEIGHT WHILE YOU SLEEP

OVERWEIGHT?

Reduce this amazing way while you rest and relax. Marvel how easily pounds melt away without exercise, pills, or stress. This 30 minute record relaxes your mind and body and actually alters your craving for fattening foods. The Transitional Sleep method is helping thousands to lose weight. Clinically tested, safe, guaranteed. Regular price $15.00. For limited time only $10.00 **SPECIAL OFFER . . . SAVE $7.00**

With every record at $10.00 we will include the best selling book, "Lose Weight While You Sleep", price $2.00, plus membership in the International Health Club . . absolutely free. Read facts, procedure and fantastic case histories. Discover how members around the world are losing weight, controlling tension, and improving health . . . While they Sleep!

ARTS AND SCIENCE RESEARCH FOUNDATION
BOX 7021 HENRY CLAY STA., DEPT. J1,
LEXINGTON, KY. 40502



$300.00 For Your Childs Photo

Up to $300 paid when photo is used for advertising. BIG demand by National Advertisers for use in magazines, newspapers, etc. Ages 1 mo.-18 yrs. Send 1 photo for our approval. Print child's, mother's name, address on back. Returned. No obligation. Rush your photo today!

ADVERTISERS PHOTOS | 216 Pico Blvd., Dept. PV
Santa Monica, Calif. 90405

A Prize for Emily

Emily was a ten-year-old girl who lived on a farm in Iowa. She loved many things about living on a farm. She loved the fresh clean air and the big blue sky overhead. She loved to romp through the bales of hay and play hide and seek with her big brother and baby sister. She loved to help tend the house and care for the animals. Most of all, Emily loved her very own pony, Alfalfa.

Although Alfalfa was only a pony, he was already very beautiful. His coat was a rich, silky chesnut brown and a white star marked his forehead. Every morning, Emily would hurry out of bed to brush and exercise Alfalfa before she left for school. The pony would whinny with delight as soon as Emily entered the barn.

Saturday morning started out to be like any other morning on the farm. The sun shone bright and yellow and the rooster cock-a-doodle-doo'd the break of day. Emily loved Saturday. She could spend all day with Alfalfa--riding him, brushing him, talking and playing with him. But as soon as Emily got down to the breakfast table this Saturday, she could tell that something was different and wrong about it. Mother and Father did not look up to smile and greet her as they usually did. Her brother didn't tease her about Alfalfa and her baby sister just sat on the floor playing with a piece of string. Everything seemed very quiet and somehow sad. As Emily sat down, father said that there was something that the family had to talk about--something very serious. Father and mother tried to explain to Emily about the hard winter. They told her about the early frost that killed off much of their crops and about the thaw that flooded the fields and destroyed so many of the new plants. Father told Emily that they would not be able to make any money on the poor yield of his fields and animals this year. He explained how they were already in debt and could no longer afford to keep the farm. Father had decided to sell the farm and accept an office job in Chicago. Emily couldn't believe what she was hearing. A move to Chicago meant more than giving up the farm life that she loved so much--it meant giving up Alfalfa.

Questions to Accompany "A Prize for Emily" (Story excerpt)

Give pupils questions beforehand to promote listening for specifics or present them after story excerpt is read to check listening comprehension.

I. *Can you answer these questions?*
   1. How old was Emily?
   2. Where was Emily's farm?
   3. What were some of the things Emily loved?
   4. Who was Alfalfa?
   5. What did Alfalfa look like?
   6. How could Emily tell that this Saturday was going to be different?
   7. Why was this a hard winter on the farm?
   8. Why could father no longer afford to keep the farm?
   9. Where was Emily's family going to move?
   10. Why would Emily hate to move?

II. *Sample Classroom Discussion Topics*
   1. Would you prefer life in the city or life on a farm? Be able to give reasons for your answer.
   2. Do you or did you ever have a pet that you loved the way Emily loved Alfalfa? Tell me three things about your pet.
      1. Name of pet.
      2. Type of pet.
      3. What pet looked like.
      4. Things you did with your pet, etc.

3. What would be some things to remember about caring for pets? Make a chart or picture display to illustrate your ideas.
    1. Give your pet a clean, warm home.
    2. Make sure your pet has had all necessary shots and innoculations.
    3. Register your animal and get necessary identification tags.
    4. Give your animal the proper amounts of food and water.
    5. Make sure your pet gets fresh air and exercise.
4. Emily loved Saturday. Do you like Saturday too? Why?
5. Can you think of anything father could do to try and keep the farm?
6. How would you feel if you were Emily?
7. Can you think of some endings for the story? Let the title, "A Prize for Emily" give you some clues.

ORAL EXPRESSION

I am a Good Listener
I am a Good Speaker
Oral Report Form
Picture Arrangement

I Am A Good Listener

	Always	Sometimes	Never
1. I pay attention to the person who is speaking.			
2. I look directly at the speaker.			
3. I stand or sit still.			
4. I don't interrupt someone who is speaking.			
5. I try to understand what the person speaking is saying.			
6. I understand someone else's point of view.			
7. I try to get the main ideas of what is being said.			
8. I have good reasons for agreeing or disagreeing with the speaker.			
9. I am polite to the speaker.			

I Am A Good Speaker

	Always	Sometimes	Never
1. My voice is pleasant.			
2. I try to be friendly.			
3. I help give information and answer questions.			
4. I try to explain myself clearly.			
5. I avoid personal or unnecessary questions.			
6. I try to be interesting.			
7. I think about what I'm going to say before I speak.			
8. I attempt to know what I'm talking about.			
9. I speak distinctly.			
10. I use polite expressions (please, thank you, excuse me).			
11. I think of others' feelings.			
12. I don't "monopolize" the conversation.			
13. I try to keep what I'm saying short, without being rude.			
14. I am polite in switching topics or ending a conversation.			
15. I look at the person to whom I'm speaking.			

Oral Report Form

Preparing your report

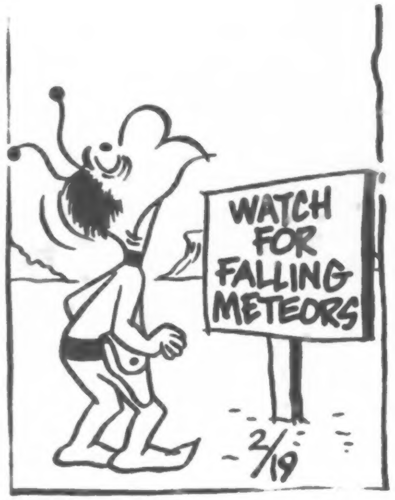
1. Name or title
2. Basic idea
3. Body of report
4. Summary of ideas presented.

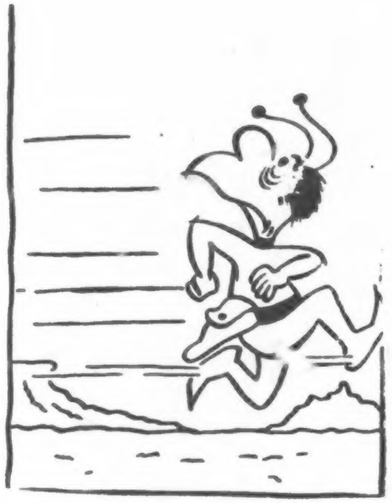
Practice

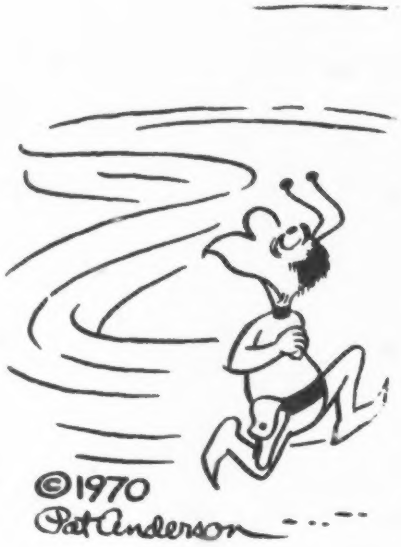
Present your report one or two times to a friend.

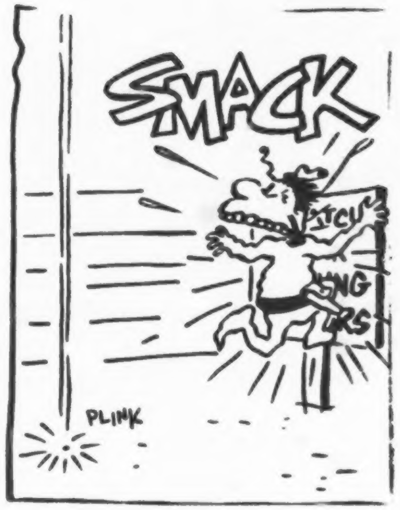
Presenting your report

1. Have your report written out
2. Stand tall without moving papers
3. Speak clearly and loud enough
4. Look at the class once in a while
5. Ask if there are any questions


WATCH FOR FALLING METEORS
2/19



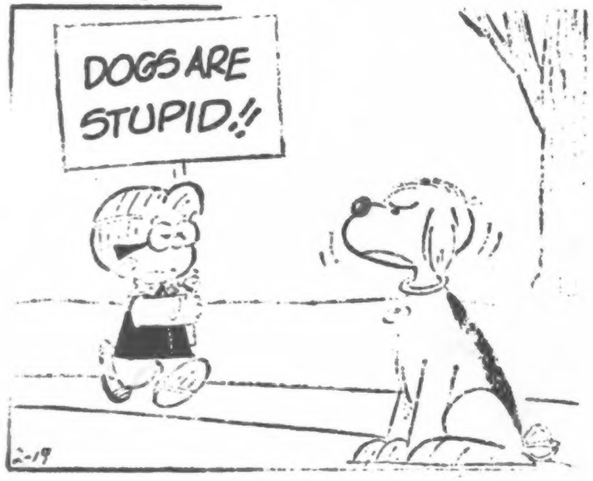

©1970
Pat Anderson

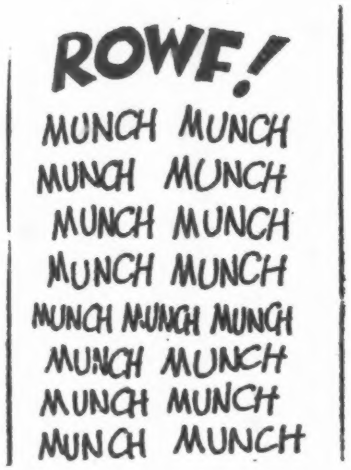

SMACK
PLINK

Picture Arrangement

Winthrop

By Dick Cavalli


DOGS ARE STUPID!!
2-19


ROWF!
MUNCH MUNCH
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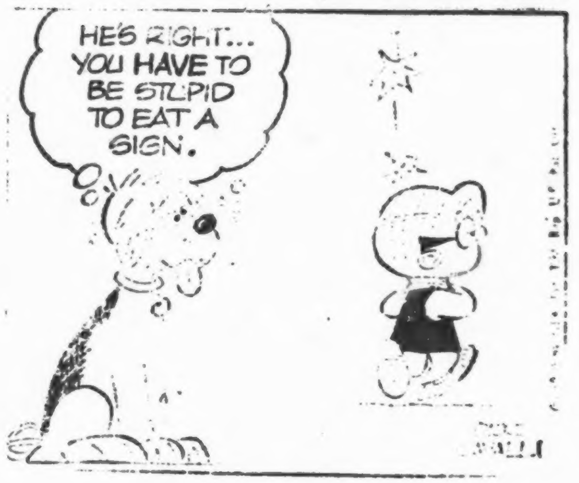
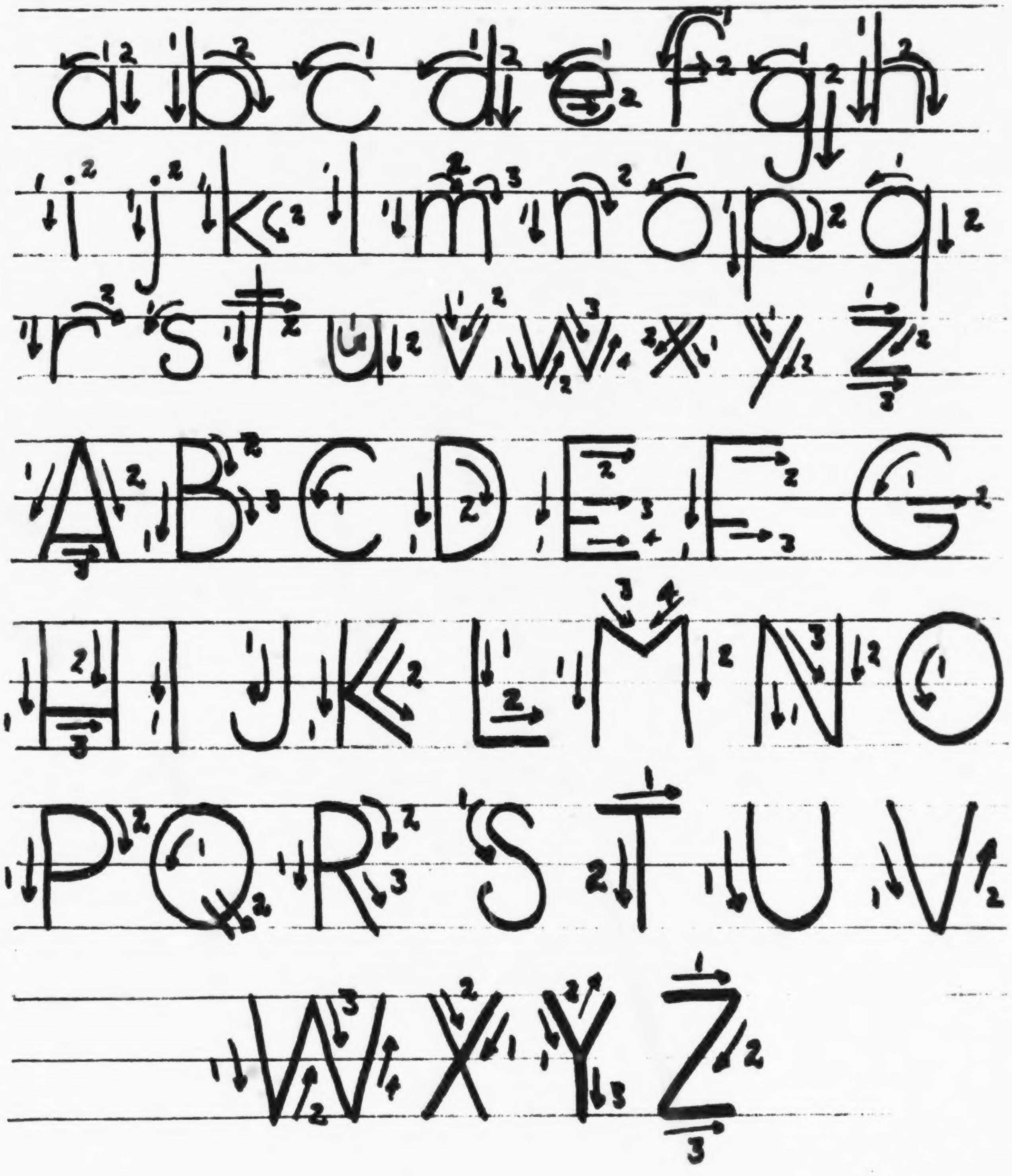

HE'S RIGHT... YOU HAVE TO BE STUPID TO EAT A SIGN.

HANDWRITING

Manuscript Alphabet
Writing My Name

Manuscript Alphabet


a b c d e f g h
i j k l m n o p q
r s t u v w x y z
A B C D E F G
H I J K L M N O
P Q R S T U V
W X Y Z

Writing My Name

Individual Letters

S S S S S S S S S __ __

t t t t t t t t t __ __

(etc.)

Tracing the name

(with help) (independently)

Steven Steven

Joining Lines

Steven

Joining Dots

Steven

Filling in slashes **Writing name**

- - - - - - ____________

Filling in blanks

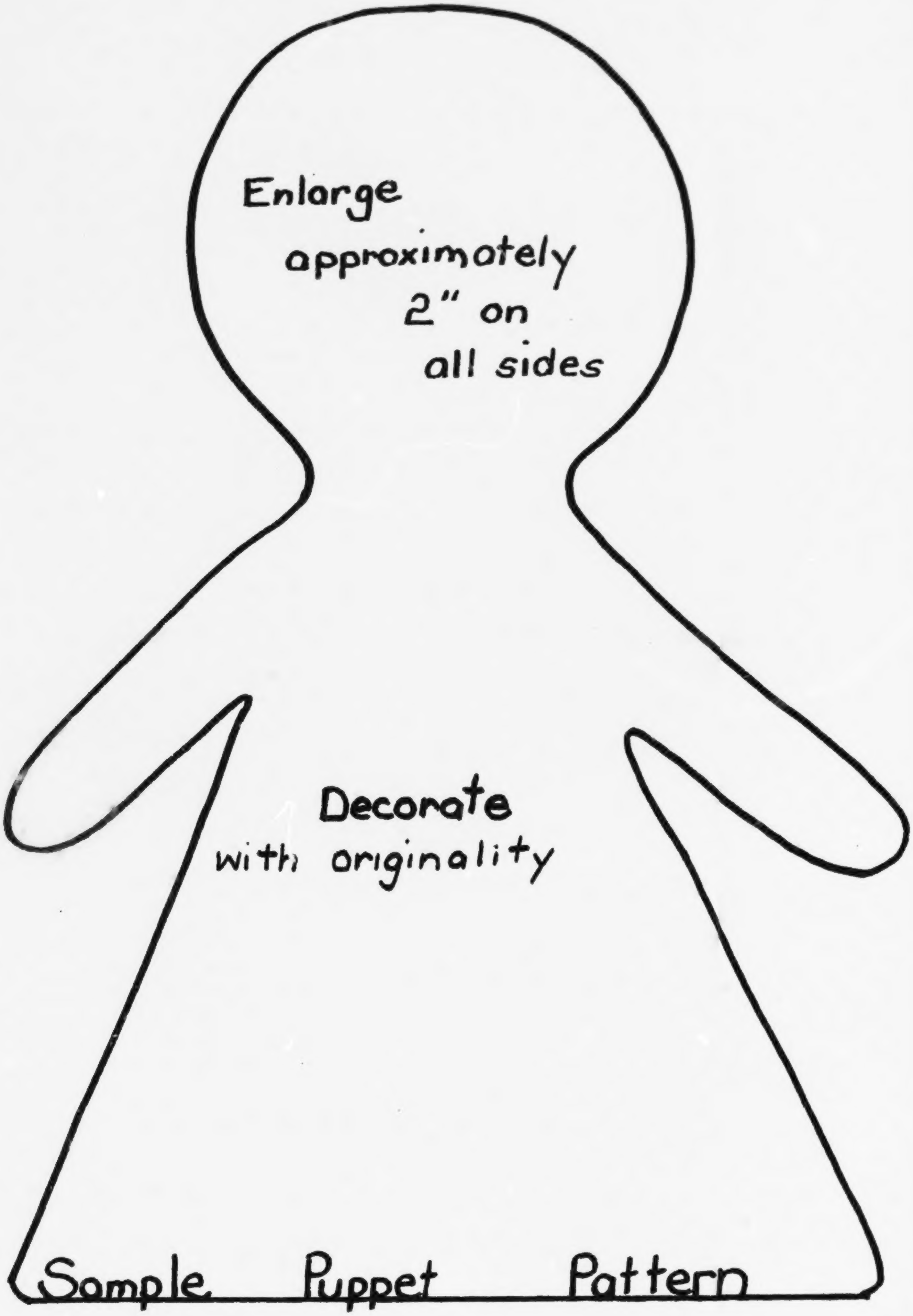
S_ _ v _ n __tev_ _

St_ _ e _

(Sample teacher sheet)

WRITTEN EXPRESSION

Sample Puppet Pattern
Making Puppets
Letter Form
A Thank You Letter
An Invitation
Addressing an Envelope
Personal Information
Application Forms
6 Cartoons

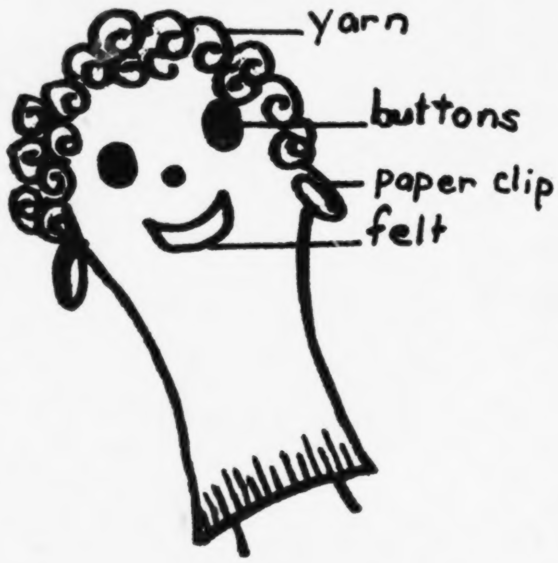


Enlarge approximately 2" on all sides

Decorate with originality

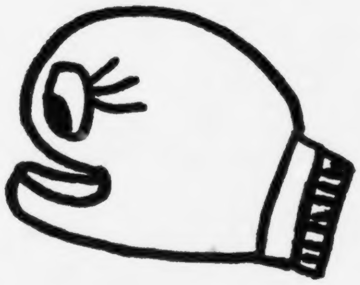
Sample Puppet Pattern

Making Puppets

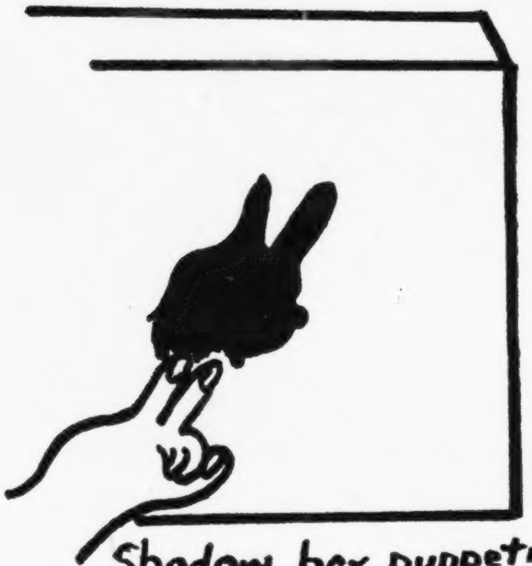

yarn
buttons
paper clip
felt

Sock Puppet

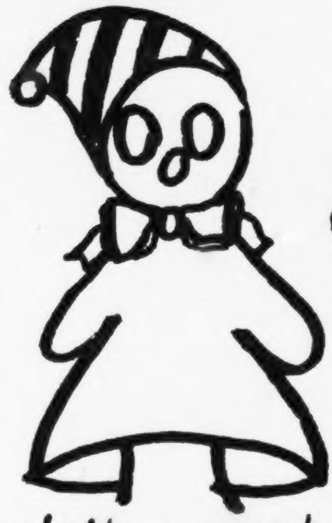
Tongue Depressor



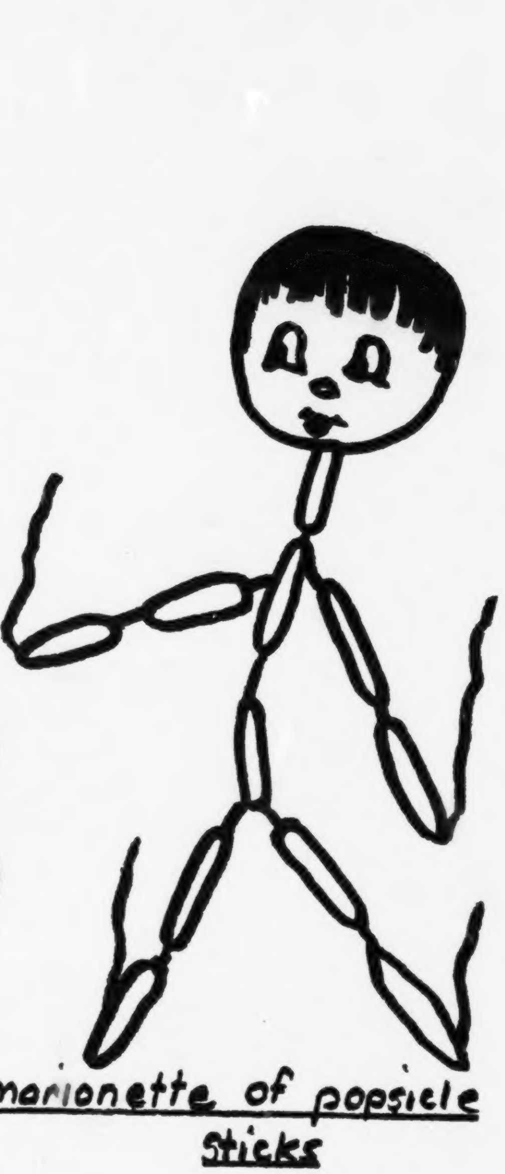
mitten puppet



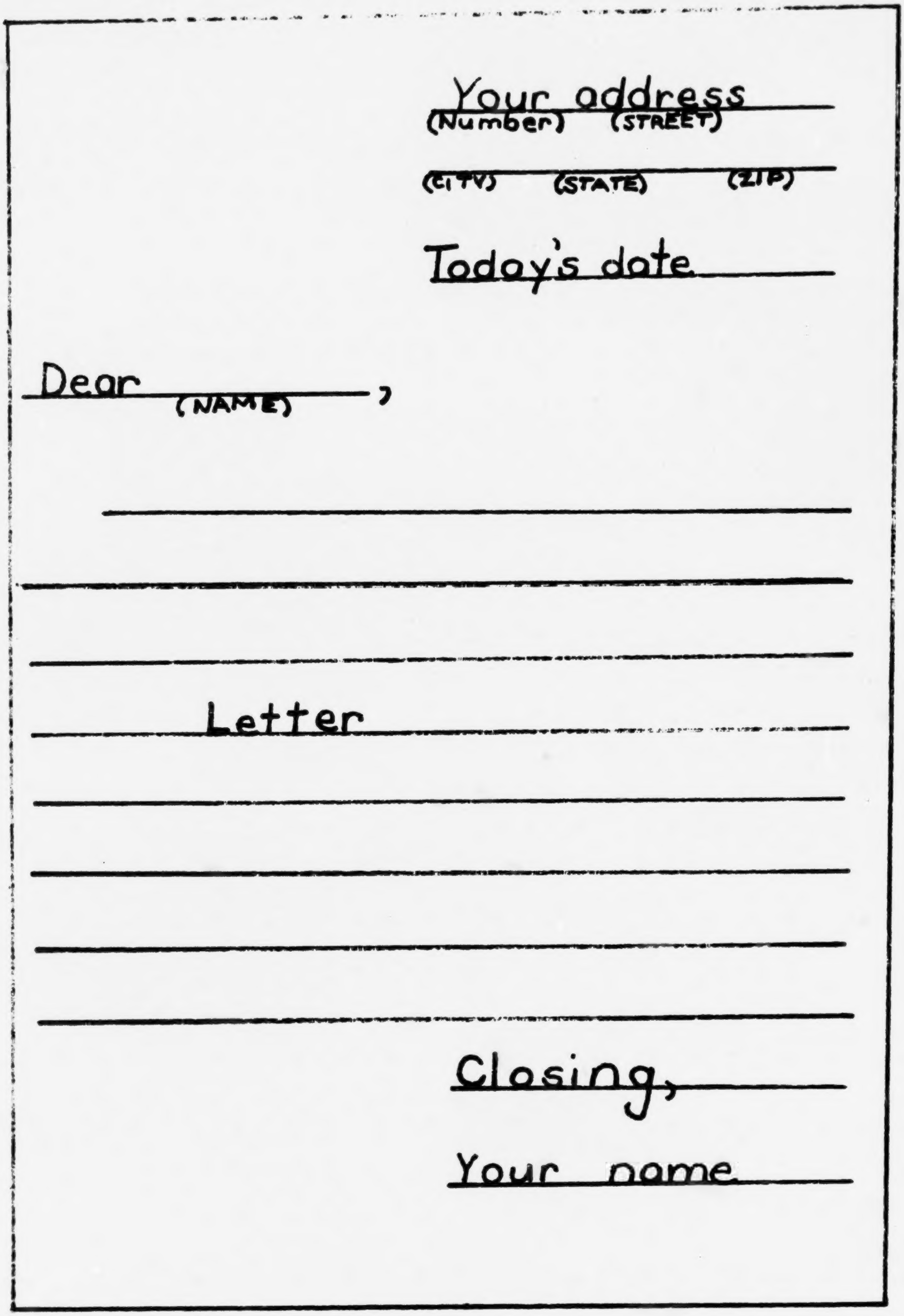
Shadow box puppetry



cloth puppet



marionette of popsicle sticks



Your address
(Number) (STREET)

(CITY) (STATE) (ZIP)

Today's date

Dear (NAME),

Letter

Closing,

Your name

A thank you letter

10 Court Street
Iowa City, Iowa
52240

April 5, 1970

Dear Aunt Mary,

Thank you very much for the birthday present. I really like the racing car set. My friend Billy has one almost exactly like mine and now we can race our cars together.

Thank you again.

Love,
Stevie

Did you remember?

1. To thank the sender
2. To mention what was sent
3. To tell how you will use or what you will do with the gift.
4. To sign your name
5. To put the proper address and stamp on the envelope (also return address)

An Invitation

Spruce Street School
216 Spruce Street
Des Moines, Iowa
Room 4

September 30, 1970

Dear Mr. Jones,

The students of the fifth grade would like you to come to an assembly program honoring United Nations Week.

The program will be held at 2:00 p.m. on Tuesday, October 8, in the Spruce Street School auditorium. Refreshments will be served in Room 4 following the play.

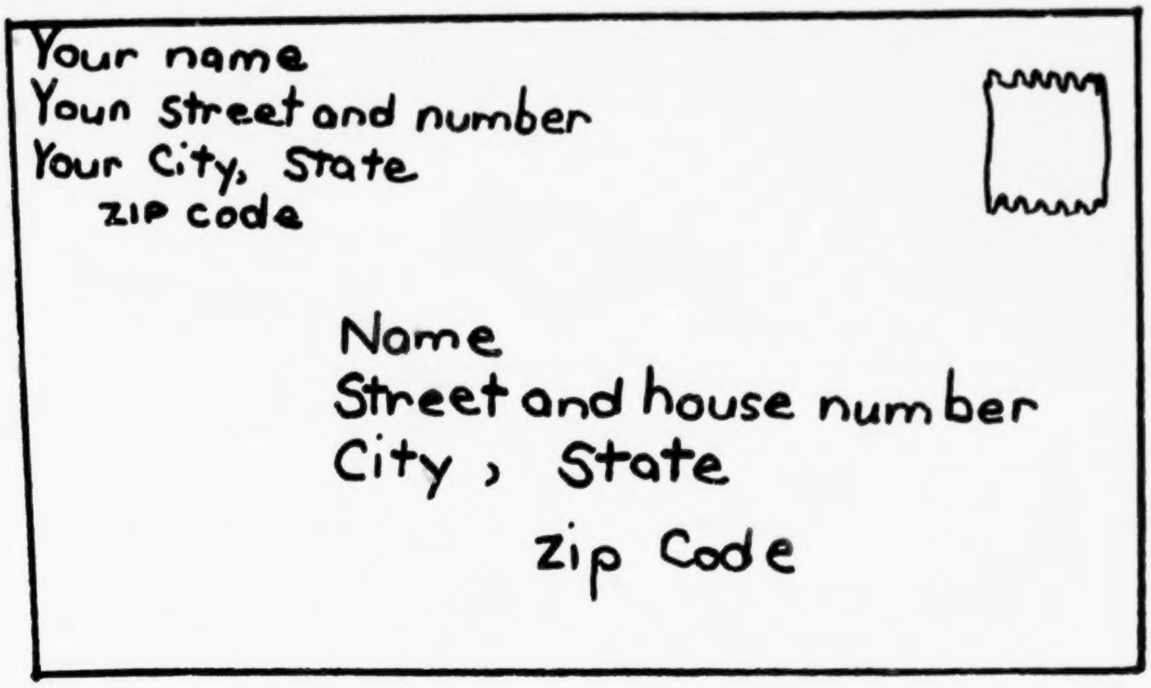
We hope you will be able to attend. our show.

Sincerely,
The students of Room 4

Be sure to include —

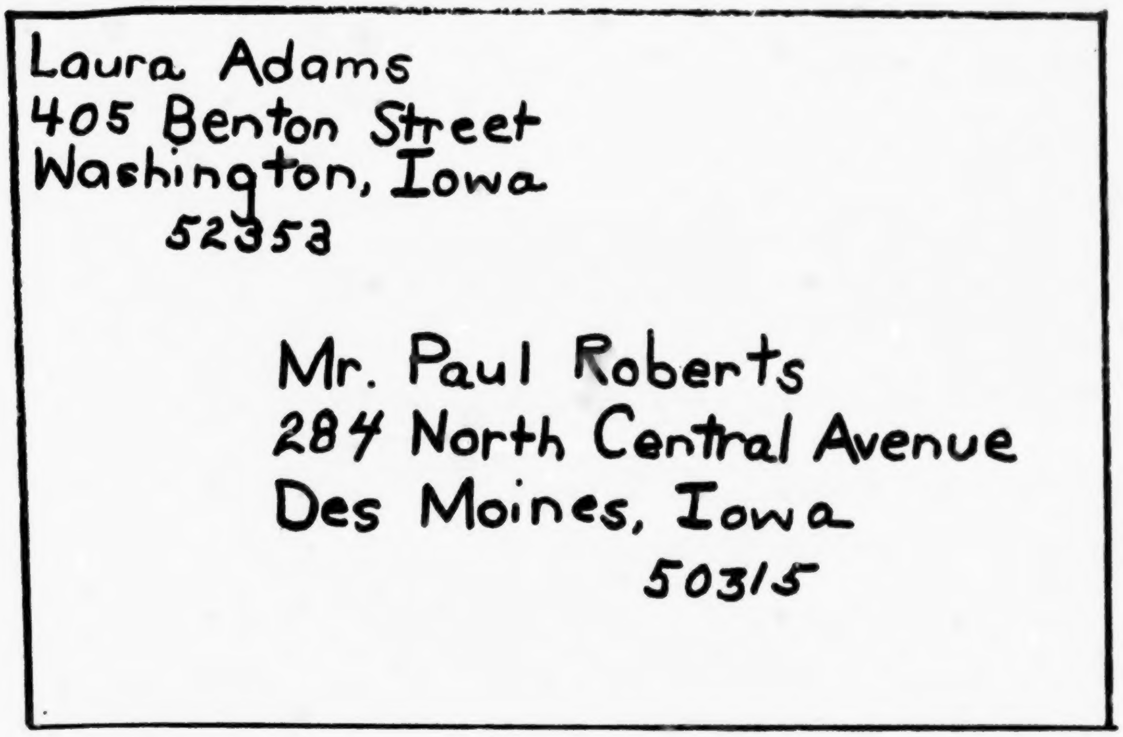
Type of event
Location (Place)
Date (Month, Day)
Time
R.S.V.P.
(if desired)

Addressing an Envelope


Your name
Youn street and number
Your City, State
zip code

Name
Street and house number
City , State
Zip Code

Sample:


Laura Adams
405 Benton Street
Washington, Iowa
52353

Mr. Paul Roberts
284 North Central Avenue
Des Moines, Iowa
50315

Personal Information

Name ________________________

Address ________________________
Street

____
City and State

Telephone Number ________________________

Birthdate ________________________
Month Day Year

Parents' name ________________________

Address ________________________

Telephone Number ________________________

Places I have worked:

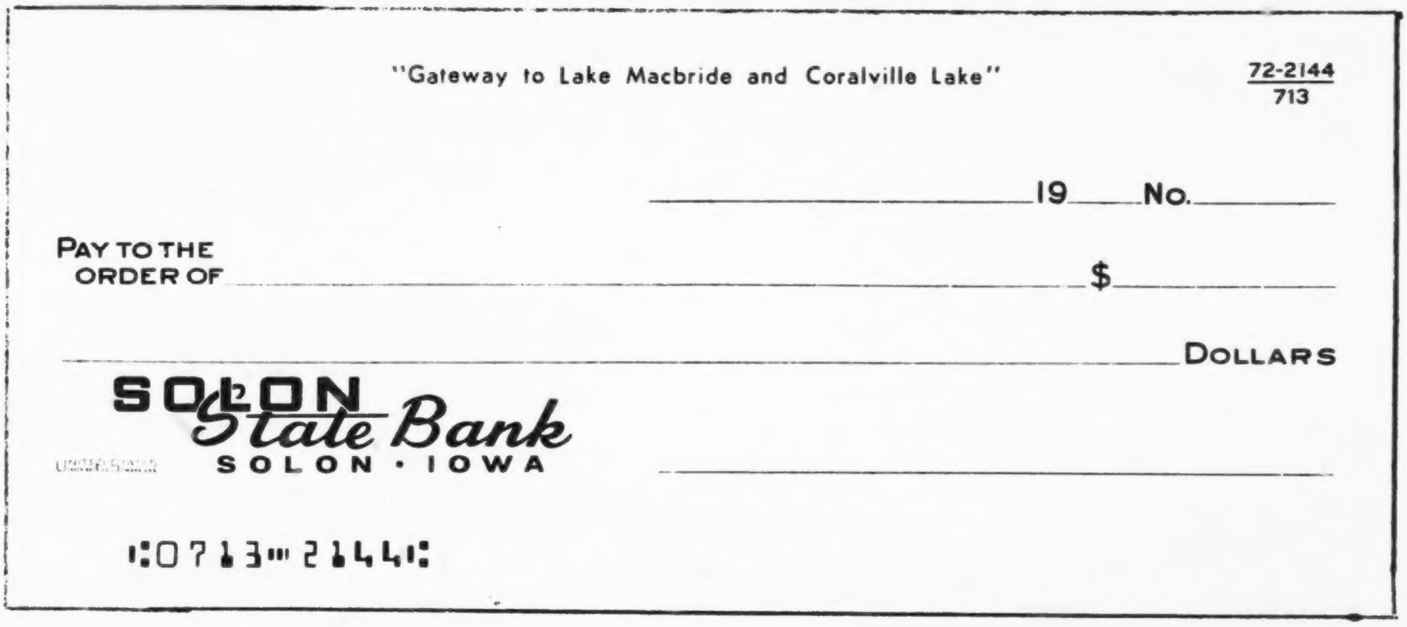
1. ________________________
2. ________________________
3. ________________________

Social Security Number

References:

1. ________________________
2. ________________________
3. ________________________

Fold on the dotted line. Carry this card in your wallet or purse.


"Gateway to Lake Macbride and Coralville Lake"

72-2144
713

19 No.

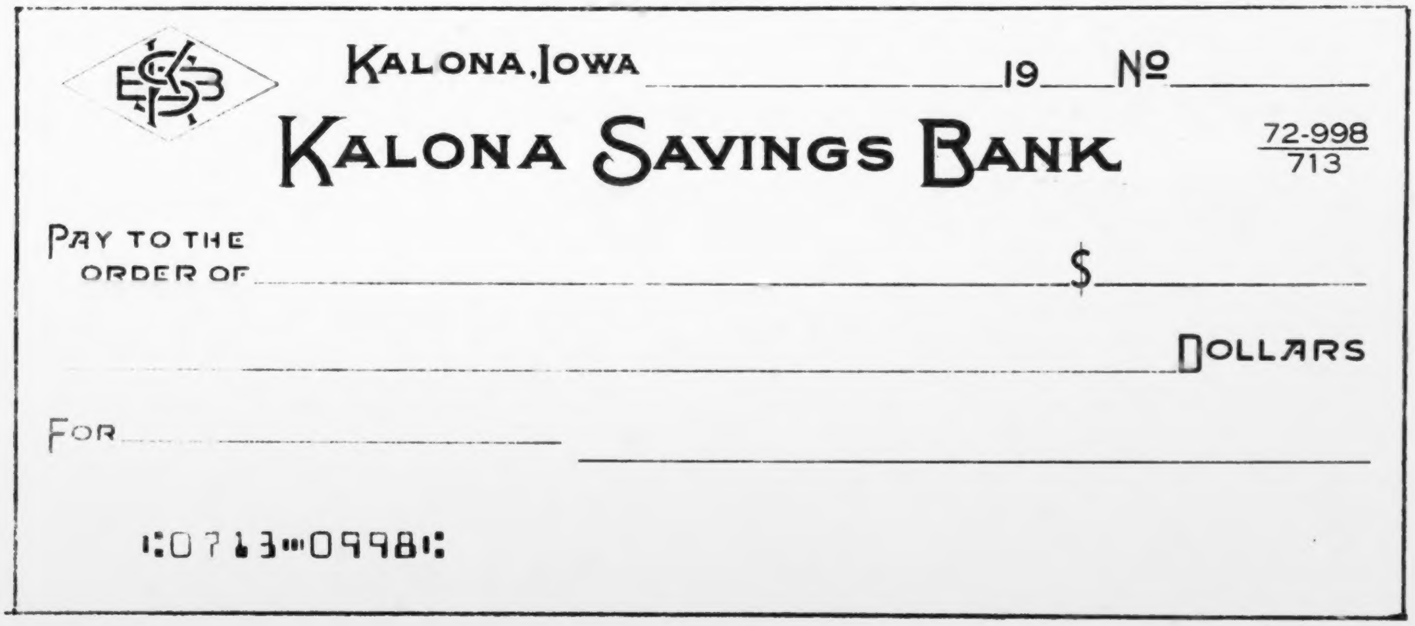
PAY TO THE ORDER OF $

DOLLARS

SOLON State Bank
SOLON · IOWA

UNITED STATES

⑆0713⑈2144⑆


KALONA, IOWA 19 №

KALONA SAVINGS BANK

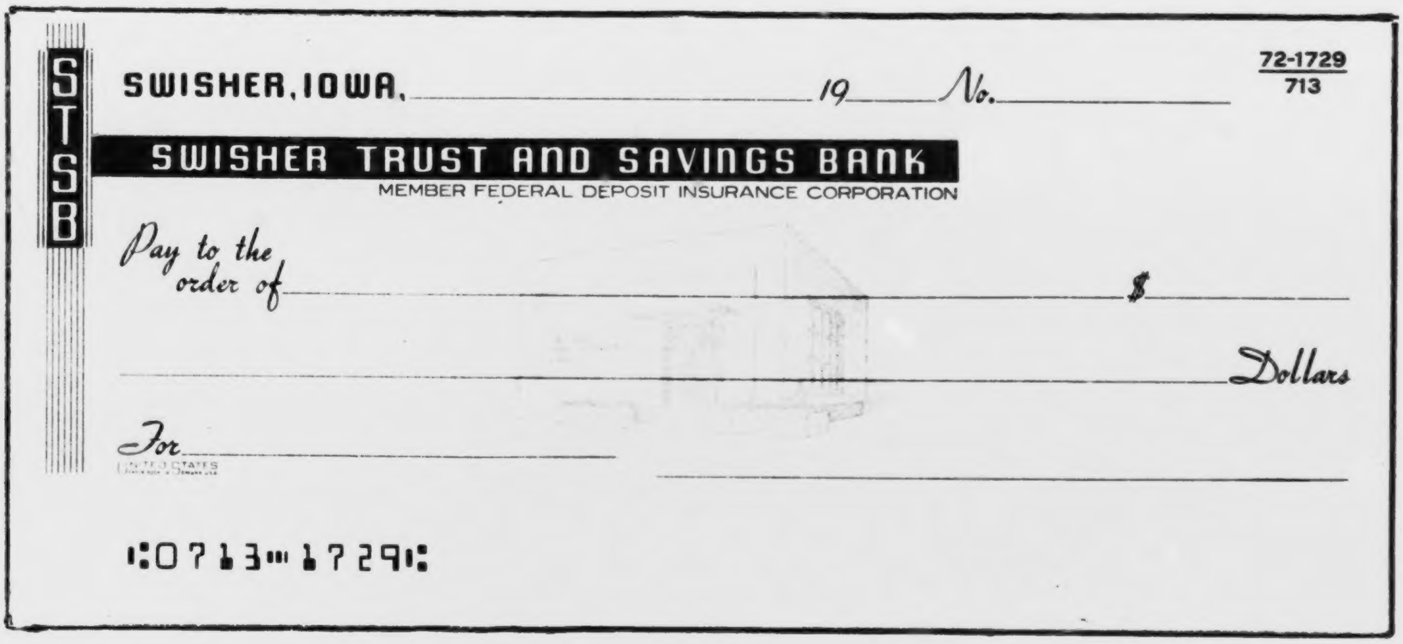
72-998
713

PAY TO THE ORDER OF $

DOLLARS

FOR

⑆0713⑈0998⑆


STSB

SWISHER, IOWA, 19 No.

72-1729
713

SWISHER TRUST AND SAVINGS BANK
MEMBER FEDERAL DEPOSIT INSURANCE CORPORATION

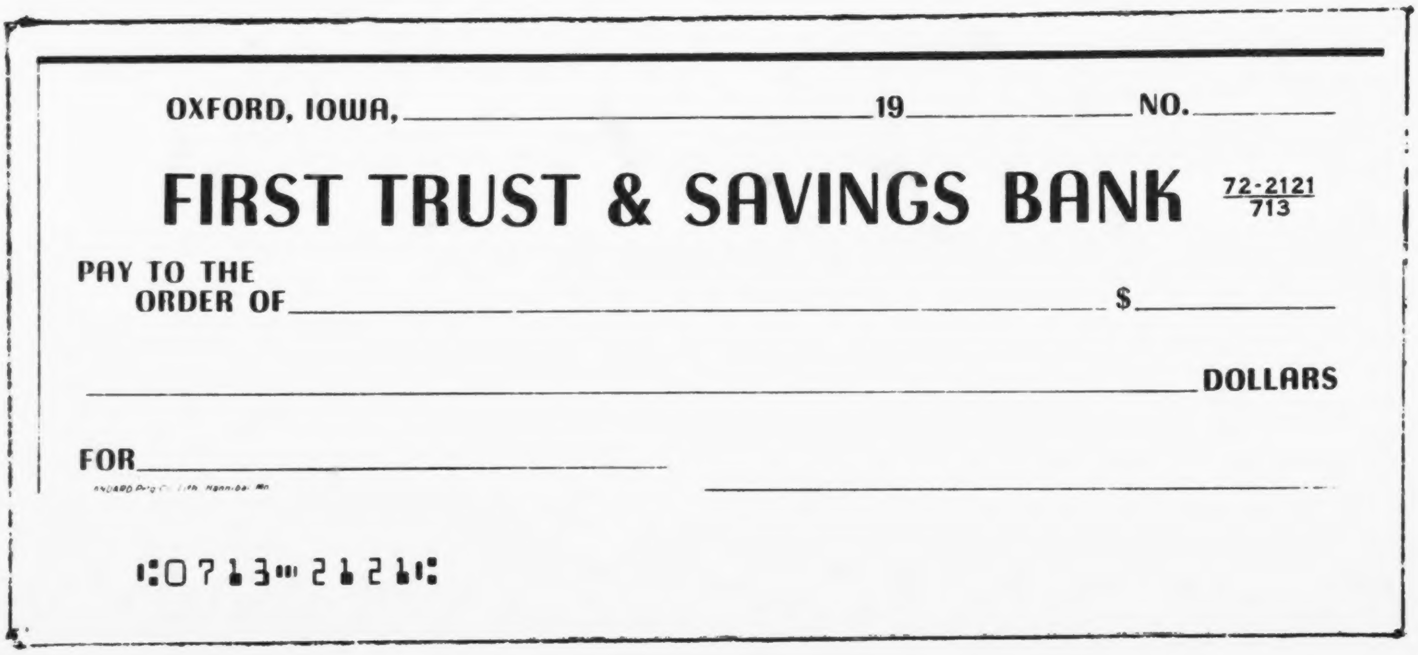
Pay to the order of $

Dollars

For

UNITED STATES

⑆0713⑈1729⑆



OXFORD, IOWA, ______________ 19______ NO. ______

FIRST TRUST & SAVINGS BANK 72-2121/713

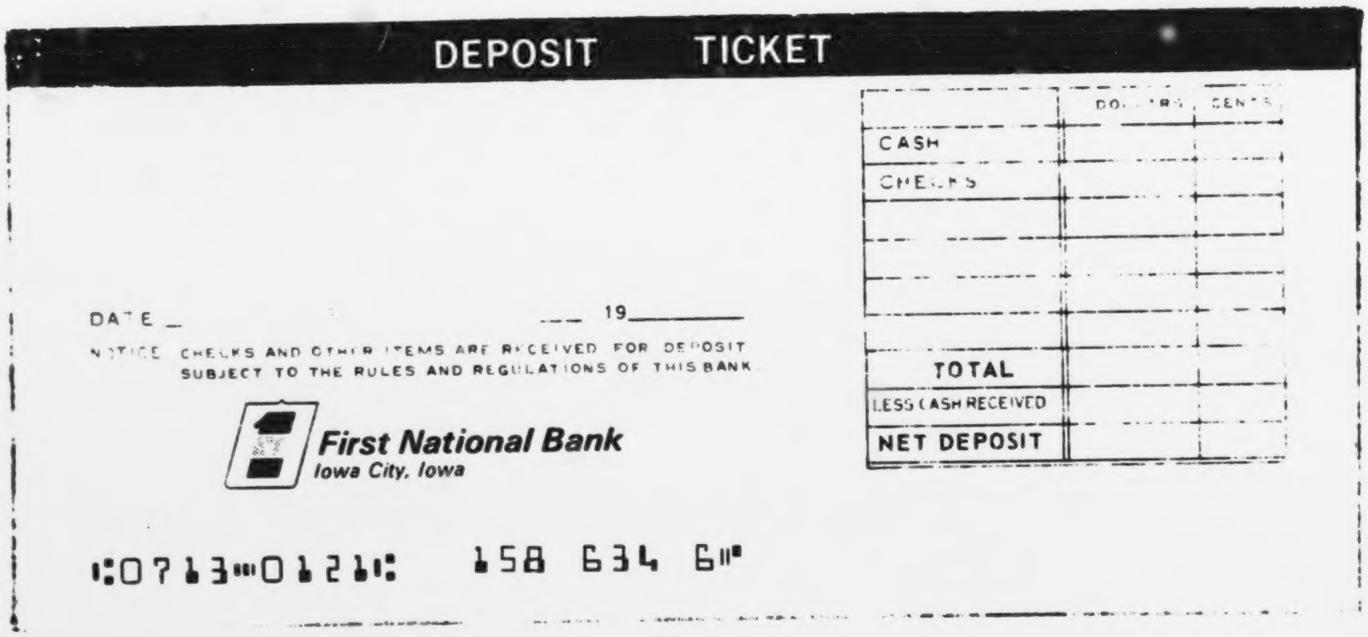
PAY TO THE
ORDER OF ______________________________ $______

______________________________ DOLLARS

FOR ______________ ______________

ANDARD Ptg Co Lith Hannibal Mo

⑆0713⑉2121⑆



DEPOSIT TICKET

DATE ______________ 19______

NOTICE CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE RULES AND REGULATIONS OF THIS BANK

First National Bank
Iowa City, Iowa

	DOLLARS	CENTS
CASH		
CHECKS		
TOTAL		
LESS CASH RECEIVED		
NET DEPOSIT		

⑆0713⑉0121⑆ 158 634 6⑈

Bike License

Date ______________________ No.

Name ______________________

Address ______________________

Serial No. ______________________

Phone No. ______________________

Make ______________________

Color ______________________

Size ______________________

Model ______________________

Type of Tires ______________________

Name of Owner .... State Taxing District Plainly

Do Not Write in This Space

LICENSE TAG No.

APPLICATION FOR DOG LICENSE TAG

TO THE COUNTY AUDITOR

.... COUNTY, IOWA

License Tag Fee - $ ....

Penalty - - - - $ ....

Total - - $ ....

Address .... Taxing District ....

Breed .... Color ....

Markings .... Age ....

Sex
☐ Male
☐ Spayed Female
☐ Female

Name of Dog ....

Dated at .... this

.... day of .... 19.....

Certificate of Rabies Vaccination:

Number ....

Date of Vaccination ....

Type of Vaccine ....

Expiration Date of Vaccination ....

Licensed Veterinarian ....

____
Signature of Owner

____
Assessor — County Auditor — Notary Public

IOWA BOAT APPLICATION

CHECK ONE ONLY	TYPE OF TRANSACTION	COMPLETE LINES [illegible] FRONT SIDE	[illegible]	TOTAL FEE
☐	NEW BOAT NUMBER	1 Thru [illegible]	[illegible]	[illegible]
☐	RENEW REGISTRATION	2 Thru 10	[illegible]	$4.50
☐	TRANSFER OF OWNERSHIP (Submit Registration Certificate)	2 Thru 10 (BUYER)	[illegible] 23 THRU 27	$1.25
☐	NAME CHANGE (Marriage, Etc.) (Submit Registration Certificate)	2 Thru 10 List New Name	List Former Name On 23	*
☐	ADDRESS CHANGE	2 Thru 10 New Address	24 Thru 26 Old Address	*
☐	DUPLICATE REGISTRATION	2 Thru 10	None	$1.25
☐	(One) DUPLICATE DECAL	2 Thru 10	None	None
☐	(Two) DUPLICATE DECALS	2 Thru 10	None	[illegible]
☐	[illegible] BOAT JUNKED (Submit Registration Certificate)	2 Thru 10	On 21 List Disposal [illegible]	[illegible]
☐	[illegible] (Submit Registration Certificate)	2 Thru [illegible] List New Owner	21 Date Sold 23-27 [illegible]	[illegible]
☐	[illegible] BOAT [illegible] Stolen	[illegible]	[illegible]	[illegible]
☐	CANCEL NUMBER	2 Thru 10	None	[illegible]

* No Fee unless owner requests new license for which fee is $1.25

TOTAL FEE INCLUDES A WRITING FEE PAID TO COUNTY RECORDER

REGISTRATIONS BECOME DELINQUENT AT MIDNIGHT APRIL 30TH ON ODD-NUMBERED YEARS

AFTER JANUARY FIRST OF EVEN-NUMBERED YEARS FEE IS $2.50 FOR BALANCE OF CURRENT BIENNIUM

(USE INK, BALL POINT, OR TYPEWRITER ONLY)

2 Boat Number (From Certificate)

3 Date of Application ____________, 19______

4 Name of Applicant (Print or Type Only)

5 Street, Route, or Box Number

6 [illegible]

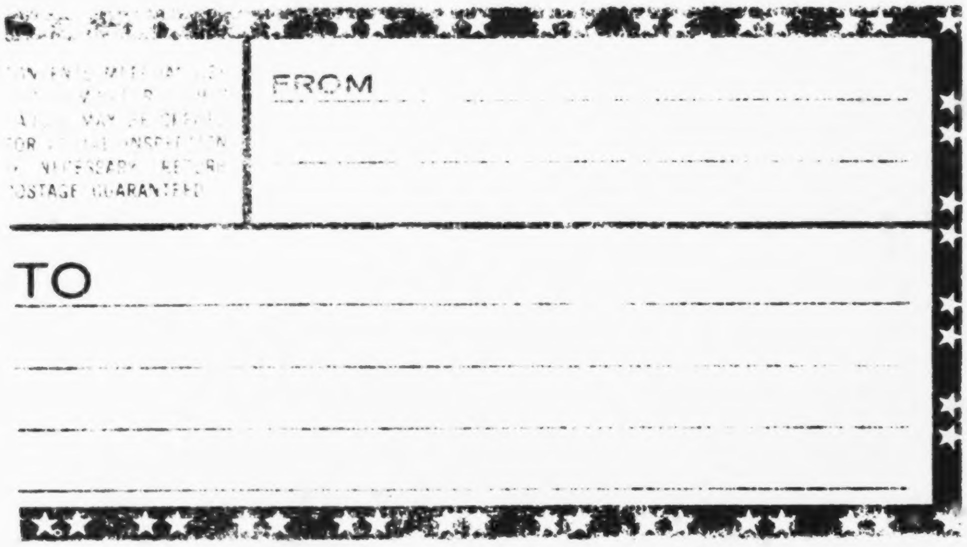
7 State

8 [illegible]

9 County

10 Signature of Applicant X

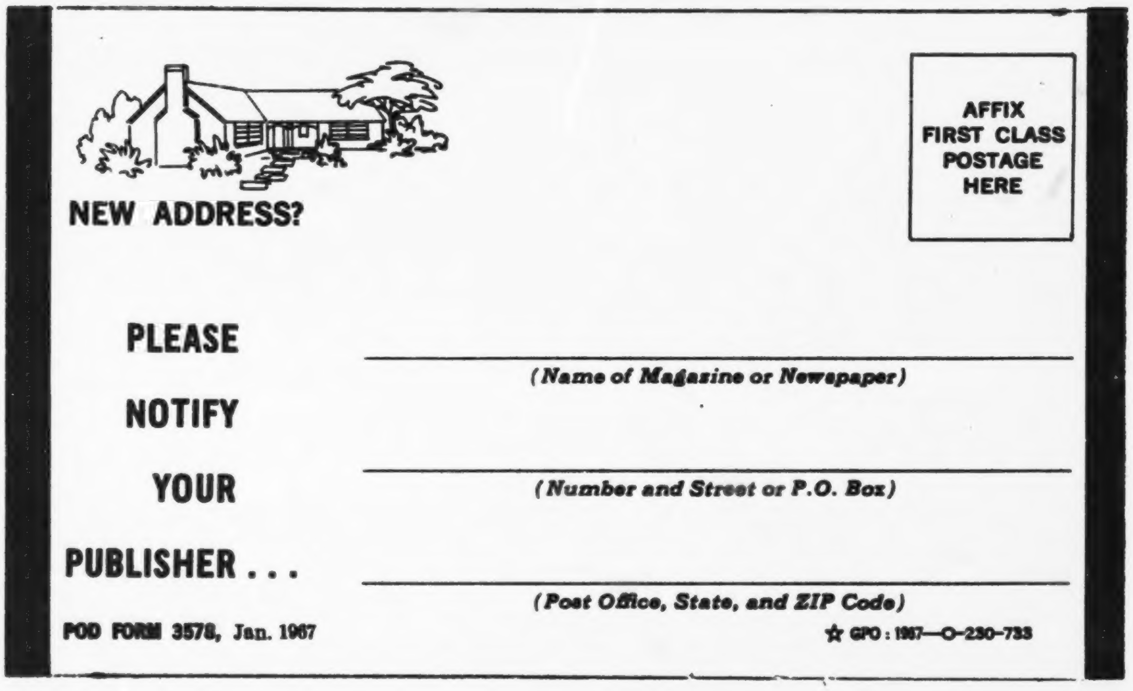
BD-2N 12855-0



CONTENTS MERCHANDISE
[illegible]
[illegible] MAY BE OPENED
FOR POSTAL INSPECTION
IF NECESSARY. RETURN
POSTAGE GUARANTEED

FROM

TO



NEW ADDRESS?

AFFIX
FIRST CLASS
POSTAGE
HERE

PLEASE
NOTIFY
YOUR
PUBLISHER . . .

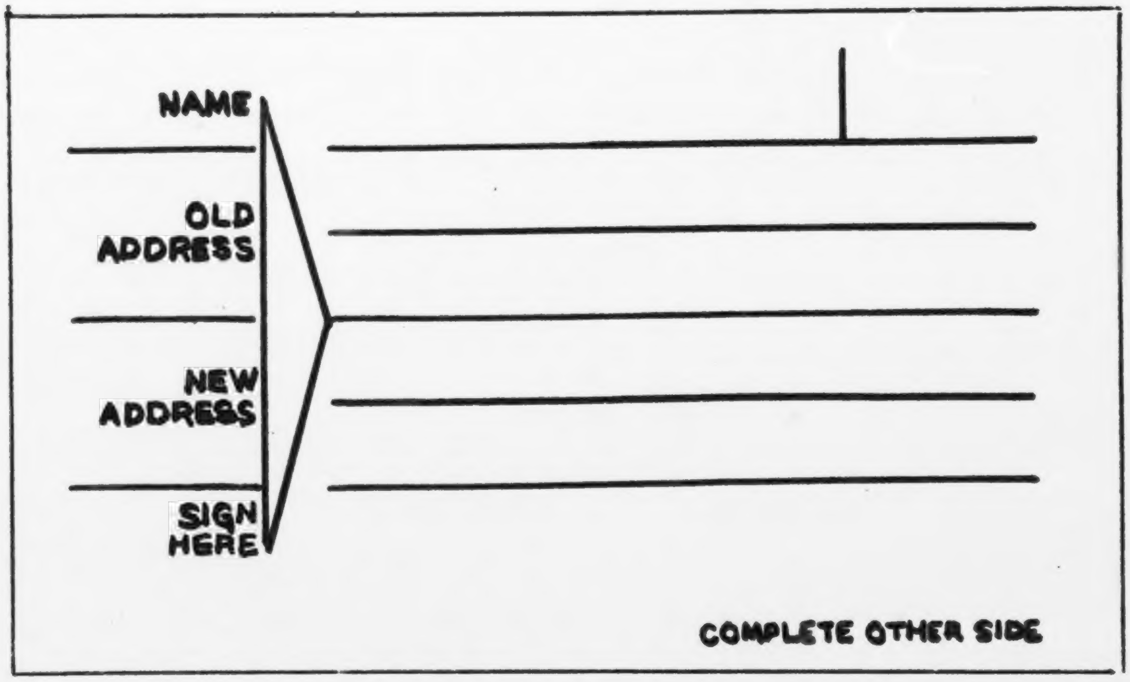
(Name of Magazine or Newspaper)

(Number and Street or P.O. Box)

(Post Office, State, and ZIP Code)

POD FORM 3578, Jan. 1967

☆ GPO : 1967—O-230-733



NAME

OLD
ADDRESS

NEW
ADDRESS

SIGN
HERE

COMPLETE OTHER SIDE

CITY OF IOWA CITY

APPLICATION FOR EMPLOYMENT

1. Name: Mr. Mrs. Miss____________________ 2. Address:____________________

3. Position Applied For____________________ 4. Date____________________19______

5. Social Sec. No.____________________ 6. Telephone No.____________________

7. Date of Birth____________________ Month Day Year 8. Height____Weight____ Color: Eyes________ Hair________

9. Marital Status____________________ 10. Spouses Name (if married)____________________

11. Spouses Occupation____________________ 12. Children: Yes______ No______

13. Children's Name--Ages:____

14. Have you any physical defects or limitations?_____(Pregnancy is considered a limitation)

If yes, give details:____

15. Give three personal references. (No relatives)

Name	Address	Company or Position

16. Have you ever been convicted by a court for other than minor traffic offenses?
Yes_________No_______. If yes, give name of city, offense, and date.

____

17. List city or cities in which you resided during the past five years.____________________

____

MILITARY STATUS

18. Are you subject to future military service? Yes___ No___National Guard? Yes___ No___

19. Are you a member of the Reserve Corps? Yes___ No___ Branch of Service____________________

20. Are you a veteran? Yes____ No____ Branch of Service____________________

21. Length of Service: From____________________ to____________________

22. Do you have any relatives now employed with the City of Iowa City? Yes____ No____

If yes, please list.____

1681

EDUCATION

Elementary School (circle grade completed) 4 5 6 7 8 9

Name & Location of School	Course	Attended	
High School			Graduate
College			Degree
Other			

Licenses held: ____________________

____

Membership in professional or technical organizations:

Name of Organization	Office Held

COMMENTS (for employer's use)

____

____

____

WORK EXPERIENCE

Present or last Employer ____________________

Address ____________________ Employment From ________ to ________

Position ____________________ Salary ________

Main Duties ____________________

Reason for Leaving ____________________

Previous Employer ____________________

Address ____________________ Employed From ________ to ________

Position ____________________ Salary ________

Main Duties ____________________

Reason for Leaving ____________________

Longest Employer if NOT Listed Above ____________________

Address ____________________ Employed From ________ to ________

Position ____________________ Salary ________

Main Duties ____________________

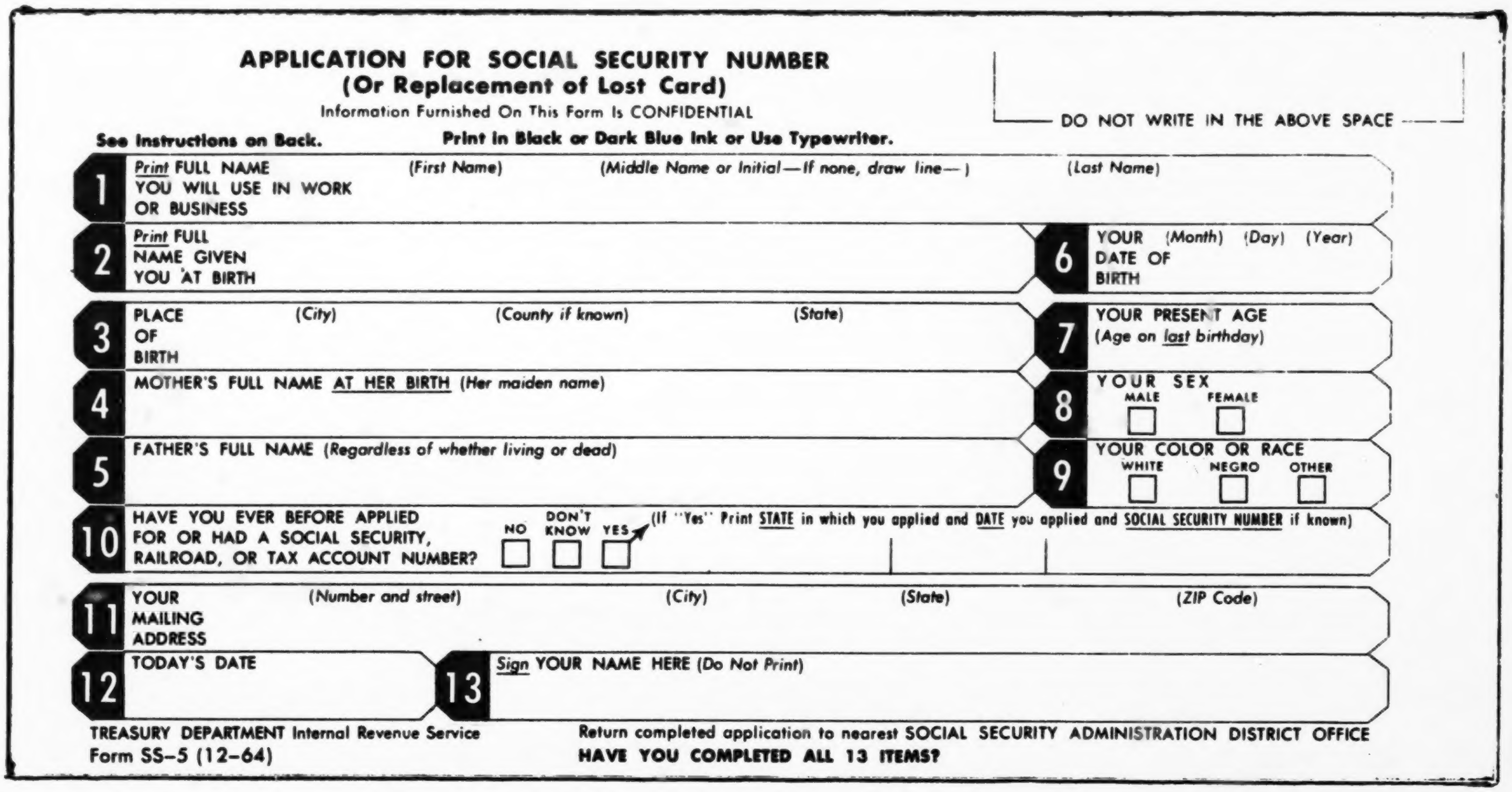
Reason for Leaving ____________________

Special training, skills & interests ____________________

____

____

X ____________________
Signed (do not print)



APPLICATION FOR SOCIAL SECURITY NUMBER
(Or Replacement of Lost Card)
Information Furnished On This Form Is CONFIDENTIAL

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. **Print in Black or Dark Blue Ink or Use Typewriter.**

1 *Print* FULL NAME YOU WILL USE IN WORK OR BUSINESS (*First Name*) (*Middle Name or Initial—If none, draw line—*) (*Last Name*)

2 *Print* FULL NAME GIVEN YOU AT BIRTH

6 YOUR DATE OF BIRTH (*Month*) (*Day*) (*Year*)

3 PLACE OF BIRTH (*City*) (*County if known*) (*State*)

7 YOUR PRESENT AGE (*Age on last birthday*)

4 MOTHER'S FULL NAME AT HER BIRTH (*Her maiden name*)

8 YOUR SEX MALE ☐ FEMALE ☐

5 FATHER'S FULL NAME (*Regardless of whether living or dead*)

9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ (If "Yes" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)

11 YOUR MAILING ADDRESS (*Number and street*) (*City*) (*State*) (*ZIP Code*)

12 TODAY'S DATE

13 *Sign* YOUR NAME HERE (*Do Not Print*)

TREASURY DEPARTMENT Internal Revenue Service
Form SS-5 (12-64)

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION DISTRICT OFFICE
HAVE YOU COMPLETED ALL 13 ITEMS?

IESC 201-S (1-67)

PRE-CLAIM INTERVIEW

1. Have you applied for Unemployment during the last 12 months? Yes ☐ No ☐

2. If your answer to the above question was "Yes", complete the following:

   A. When did you last apply? ________ (Month) ________ (Year)

   B. Where did you last apply? ________ (City) ________ (State)

   C. Against what state did you file your claim? ________

3. Have you worked in any State other than Iowa during the last 24 months? Yes ☐ No ☐. If "Yes" list the States and periods worked.

________ (State) From ________ (Month & Year) To ________ (Month & Year)

________ (State) From ________ (Month & Year) To ________ (Month & Year)

________ (State) From ________ (Month & Year) To ________ (Month & Year)

(RETURN WITH COMPLETED CLAIM ASSEMBLY)

CLAIM FOR UNEMPLOYMENT INSURANCE

1 SOCIAL SECURITY NO.	2 FIRST NAME MIDDLE INITIAL LAST NAME	3 LOCAL OFFICE	4 MC	RC	5 EFFECT. DATE

6 BIRTH DATE	7 DATE TAKEN	8 YOUR ADDRESS (STREET, P.O. BOX, OR RFD NO.) CITY STATE ZIP CODE	9 PROGRAM UC ☐ UCX ☐ UCFE ☐

10 TOTAL ☐ PARTIAL ☐	11 MARITAL STATUS S M W LS	12 SEX M F	13 REASON FOR SEPARATION (TOTAL CLAIMS ONLY). LAID OFF FOR LACK OF WORK ☐ LEFT MY WORK ☐ DISCHARGED ☐ LABOR DISPUTE ☐

14 MY LAST EMPLOYER WAS:

NAME ______

STREET OR BOX NO. ______

CITY ______ STATE ______ ZIP CODE ______

14A CITY AND STATE EMPLOYED IF OTHER THAN ITEM 14

16 COMPLETE IF LABOR DISPUTE

DEPT. NO. ______ CLOCK NO. ______ NON-UNION ☐

LOCAL NAME AND NO.

17 (PARTIALS ONLY) LOW EARNINGS REPORT ON FILE YES ☐ NO ☐

15 LAST PERIOD OF EMPLOYMENT FOR THIS EMPLOYER

DATE BEGAN ON LAST DATE WORKED

18 DID YOU WORK FOR A FEDERAL AGENCY AS A CIVILIAN DURING THE LAST 20 MONTHS? YES ☐ NO ☐

19 WERE YOU IN THE ARMED FORCES OF THE U.S. DURING THE LAST 20 MONTHS? YES ☐ NO ☐

20 ARE YOU THE PRINCIPAL SUPPORT OF YOUR FAMILY? YES ☐ NO ☐

21 COMMENTS:

22
CONTEST ☐
TRANSITIONAL ☐
ITINERANT ☐
FOR CO USE ONLY ☐
NO LAG ☐

23 LIST EVERY EMPLOYER, EXCEPT LAST EMPLOYER, FOR WHOM YOU WORKED DURING THE LAST 6 MONTHS:

NAME	ADDRESS (STREET, CITY, STATE)	PERIOD WORKED	
		BEGAN ON	ENDED ON

24 I CERTIFY THAT I AM ABLE TO WORK, AVAILABLE FOR WORK, AND I HEREBY REGISTER FOR WORK. I ALSO CERTIFY THAT THE ABOVE STATEMENTS ARE TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEF.

WITNESSED BY: (CLAIMS TAKER) PERSONNEL NO. CLAIMANT'S SIGNATURE

(SIGNATURE REQUIRED ON UCX AND UCFE CLAIMS ONLY)

IOWA EMPLOYMENT SECURITY COMMISSION
1000 East Grand Avenue
Des Moines, Iowa 50319

PB 15295 IESC 201 (REV. M&P 6-68)

Voter Registration

MR
MRS
MISS

FIRST NAME	MIDDLE NAME	SURNAME	HOUSE NUMBER	STREET, AVE. OR BOUL.	WARD	PRECINCT

DATE OF BIRTH	COLOR	DATE THIS REGISTRATION	TERM OF RESIDENCE IN UNITED STATES	NATIVITY	DATE IF NATURALIZED	COURT OR PLACE

DATE NATURALIZATION OF PARENTS

HAVE YOU LIVED PRIOR TO NEXT ELECTION

IN THE STATE OF IOWA SIX MONTHS OR MORE

IN JOHNSON COUNTY SIXTY DAYS OR MORE

IN PRECINCT TEN DAYS OR MORE

REMOVED TO

DATE	HOUSE NUMBER	STREET, AVENUE OR BOUL.	WARD	PRE-CINCT

VOTING RECORD

DATE VOTED AT ELECTION	DATE VOTED AT ELECTION	DATE VOTED AT ELECTION	DATE VOTED AT ELECTION
41	51	61	71
42	52	62	72
43	53	63	73
44	54	64	74
45	55	65	75
46	56	66	76
47	57	67	77
48	58	68	78
49	59	69	79
50	60	70	80

STATE OF IOWA }
JOHNSON COUNTY } SS

SUBSCRIBED AND SWORN TO BEFORE ME

COMMISSIONER OF REGISTRATION

BY

DEPUTY

Form 159-1 1859

You do solemnly swear or affirm that you will fully and truly answer such questions as shall be put to you, touching your qualification as a voter under the law of this state.

SIGNATURE OF VOTER

ORIGINAL

176/177

PARENTS' WRITTEN CONSENT TO ISSUE PRIVILEGE TO DRIVE

(READ REVERSE SIDE BEFORE STARTING)

THE FOLLOWING INFORMATION TO BE GIVEN UNDER OATH

We, Mr. & Mrs. .... **hereby request that the Commissioner of Public Safety accept the application of our** .... **whose actual description follows,**
SON - DAUGHTER - WARD
for the privilege of operating a motor vehicle upon the public highways subject to such restrictions as may be necessary in the issuance of the license. We certify that the following description is true.

Minor's Full Name ....
FIRST MIDDLE OR MAIDEN LAST

Street No. or Rural Rt. ....

City or Town .... **Zip** ....

DATE OF BIRTH			SEX	COLOR OF EYES	HEIGHT		RACE
MONTH	DAY	YEAR			FEET	INCHES	

WEIGHT	SOCIAL SECURITY NUMBER	OCCUPATION

I hereby certify that all statements on this application are true.

MINOR APPLICANT'S USUAL SIGNATURE: ....

We, Mr. & Mrs. ....
agree, in the event that it becomes necessary to issue an instruction permit prior to obtaining a permit to drive to and from school, or before the issuance of a regular driver's license, a restricted chauffeur's license, that this affidavit shall also be our written consent to proceed with the issuance of the license.

FATHER'S SIGNATURE ....
FIRST NAME LAST NAME

MOTHER'S SIGNATURE ....
FIRST NAME LAST NAME

Sworn and subscribed to before me by Mr. & Mrs. ....

at .... ***, County*** .... ***Iowa, this*** .... ***day of***

.... ***, 19*** ......

.... ***Notary Public***

Mr.
Mrs.____
Miss (please print, last name first)

If married, spouses's name______________________________

____
Street Address or Rural Route Telephone

If University student, give student no.________________

I hereby agree to obey all rules of the Iowa City Public Library, to pay promptly all fines charged to me for injury or loss of books, and to give prompt notice of any change of address.

Expires__________________ ______________________________
Signature

SAMPLE

FORM NO 526-2018 [illegible]

STATE OF IOWA,
County of...

COUNTY REGISTRAR
Vital Statistics

CERTIFICATION
OF
DEATH

NAME OF DECEASED...Sex...................

Date of Death......................................19........ **Place of Death**..

Date of Birth or Age of Deceased......................................**Date Filed**..................................

Cause of Death...

....

I HEREBY CERTIFY that the above information was taken from the Record of Death on file in this office in accordance with the law of Iowa requiring filing of vital records. Recorded in Book..................Page....................

Date..19.........

....
County Registrar and Clerk of District Court.

[SEAL]

By...
Deputy Clerk.

SAMPLE

STATE OF IOWA — JOHNSON COUNTY

CERTIFICATION OF BIRTH REGISTRATION

This is to certify that according to records on file in this office, that

....
(Full name of child at birth)

Sex.................... **was born**..
(Month, day, year)

at.. **Johnson County, Iowa.**
(Town or City)

Name of father...

Maiden name of mother...

Date of filing...
(Month, day, year)

IN WITNESS WHEREOF, the seal of the Clerk of District Court of Johnson County, State of Iowa, has been affixed hereto this .... day of ...., 19.......

Book....................., **Page**..................

....
County Registrar and Clerk of District Court

[SEAL]

....
By Deputy Clerk

If this is a Certificate of Delayed Registration, the evidence used to establish this record is indicated on the reverse side.

Warning: This certification is not valid if it has been altered in any way whatsoever, or if it does not bear the raised seal of said clerk's office.

SAMPLE

State of Iowa, Johnson County, ss:

I, , Clerk of the District Court of Iowa, in and for said County, do hereby certify that the District Court of said County is a Court of Record with a Seal, and has sole and exclusive jurisdiction in the issue of

Marriage License

in said County; that on the .... day of , 19 , a Marriage License was issued out of said Court to Mr.

and M .... and that by virtue of said Marriage License, said above named parties were joined in the

Holy Bonds of Matrimony

on the day of , 19

by a

he being at that time legally authorized and empowered to solemnize marriages; and that the record of all the above proceedings may now be found in my office, in Book ,

at page of the Marriage Register, reference thereto being had.

I Further Certify, that I am the legal custodian of all the Records of said Court, including the Marriage Record thereof, and that I am by law authorized to make this certificate.

In Witness Whereof, I have hereunto set my hand and affixed the Seal of said District Court at my office in IOWA CITY, IOWA, this .... day of

............, A. D., 19 .

....
Clerk of the District Court, Johnson County, Iowa

....
Deputy

APPLICATION FOR MILITARY EXEMPTION

Section 427.3 - 427.6, Code of Iowa, as amended by the 59th G. A.

No. ....

STATE OF IOWA, JOHNSON COUNTY, ss

NAME ....

ADDRESS ....

DISTRICT

I, the undersigned, depose and say that

I am ☐ Wife
☐ Unmarried Widow
☐ Minor Child
☐ Widowed Mother

of ☐ World War I
☐ World War II
☐ Spanish-American

☐ Soldier
☐ Sailor
☐ Marine
☐ Nurse
☐ Korean
☐ ....

That I am entitled to a Tax Exemption of

☐ $750
☐ $500
☐ ....
☐ $1,800

that my honorable discharge certificate is recorded in Discharge Record, Book ...., Page ...., of above named County, Iowa, as required by Section 335.4, Code, 1958.

Date of Entry Into Service ....

Date of Discharge ....

DESCRIPTION

	Section or Lot	Township or Block	Range

	DEED
	CONT. FROM —

FOR THE 19...... TAXES PAYABLE IN 19......

ASSESSED VALUE $..................

I further depose and say that I am a resident of and domiciled in the State of Iowa; that I am the equitable and legal owner of the above described property upon which I claim such exemption and that such exemption has not otherwise been granted to me, and no claim for exemption has been made in any other county in this State. This selection is made in accordance with the provisions of Section 427.5, Code.

Dated this.......... day of ...., 19......

....
Claimant.

By..
Wife.

Subscribed in my presence and sworn to before me by the said applicant on the date shown above and I hereby recommend that the application be ☐ ALLOWED ☐ DISALLOWED.

....
Deputy Assessor.

Verne Pottorff County Assessor.

EXEMPTION: ☐ ALLOWED
☐ DISALLOWED

BY BOARD OF SUPERVISORS

.................................., 19......

RESERVED FOR AUDITOR

Page 186/ 187

Real Value Allowed - - - - - - - $..........
Personal Value Allowed - - - - - - $..........
Moneys and Credits Value Allowed - - $..........
TOTAL - - - $..........

NAVMC. 70-P.D. Series A. A2.

CERTIFIED COPY OF MARINE CORPS DISCHARGE No. 809 N.P.

Honorable Discharge

from the

United States Marine Corps

THIS IS TO CERTIFY, That ....

a .... is HONORABLY DISCHARGED from the ....

.... and from the United States Marine Corps this ....

day of ....

This certificate is awarded as a Testimonial of Fidelity and Obedience.

....

U. S. Marine Corps.

Enlisted at .... on the .... day of ...., 19 ....,

to serve .... years. Born .... (DATE) at ....

When enlisted was .... inches high, with .... eyes, ... hair, complexion: ....

citizenship: .... Previous service: ....

Rank and type of warrant at time of discharge: ....

Weapons qualification: ....

Special military qualifications: ....

Service (sea and foreign): ....

Wounds received in service: ....

Battles, engagements, skirmishes, expeditions: ....

Remarks: ....

Character of service excellent.

Serial Number .... U. S. M. C.

Is physically qualified for discharge. Required neither treatment nor hospitalization.

I certify that this is the actual print of the right index finger of the man herein mentioned.

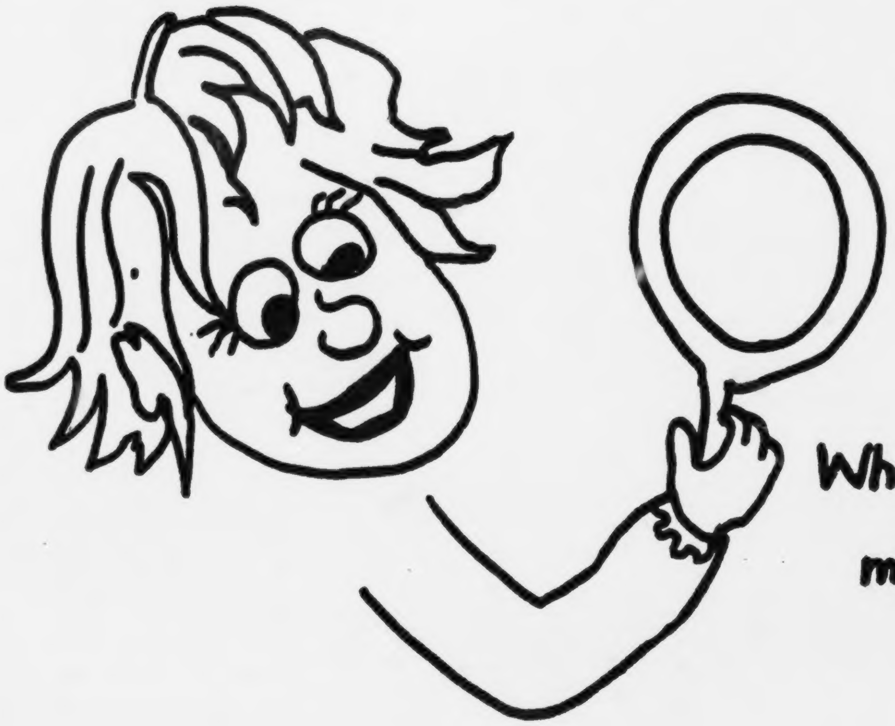
.... U. S. N.
and Medical Officer.

Monthly rate of pay when discharged ....

I hereby certify that the within named man has been furnished travel allowance at the rate of .... cents per mile from .... to .... and paid $ .... in full to date of discharge.

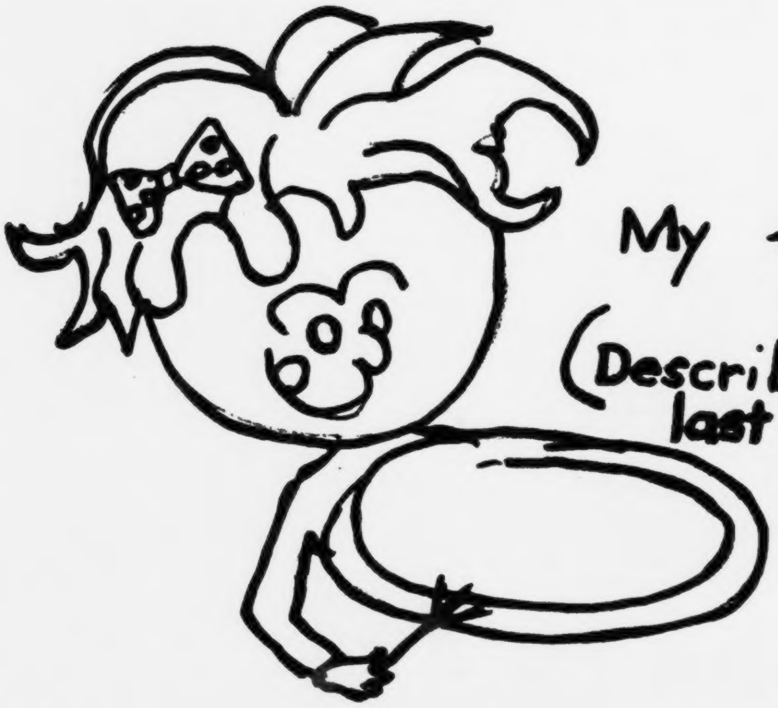
(Signature of man)

.... U. S. M. C.
Commanding Officer.



When I look in the mirror I see . . .

We're fishing for a story about the thing you like to do best.



My favorite meal is...

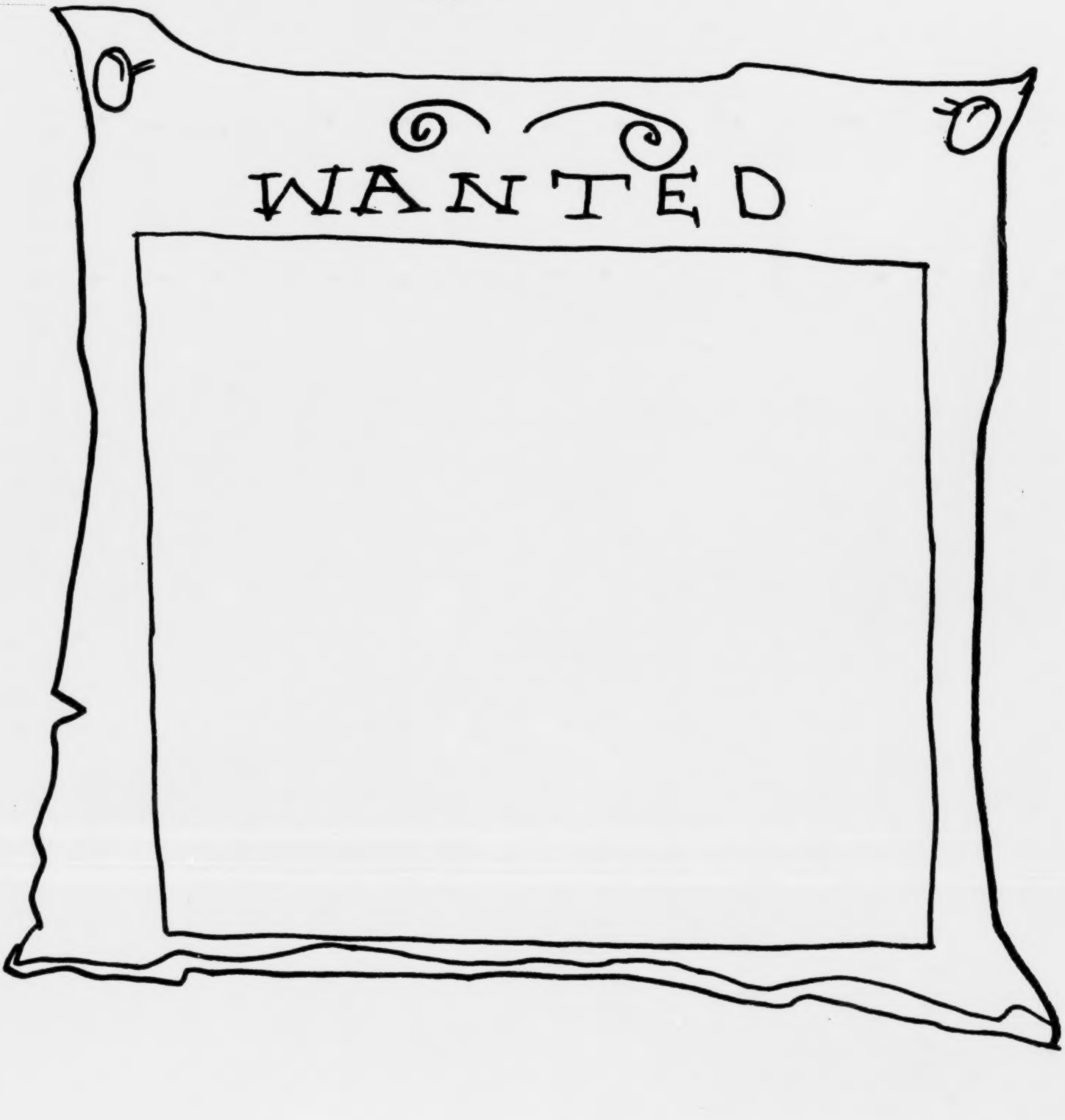
(Describe it down to the last crumb and draw it on the plate.)

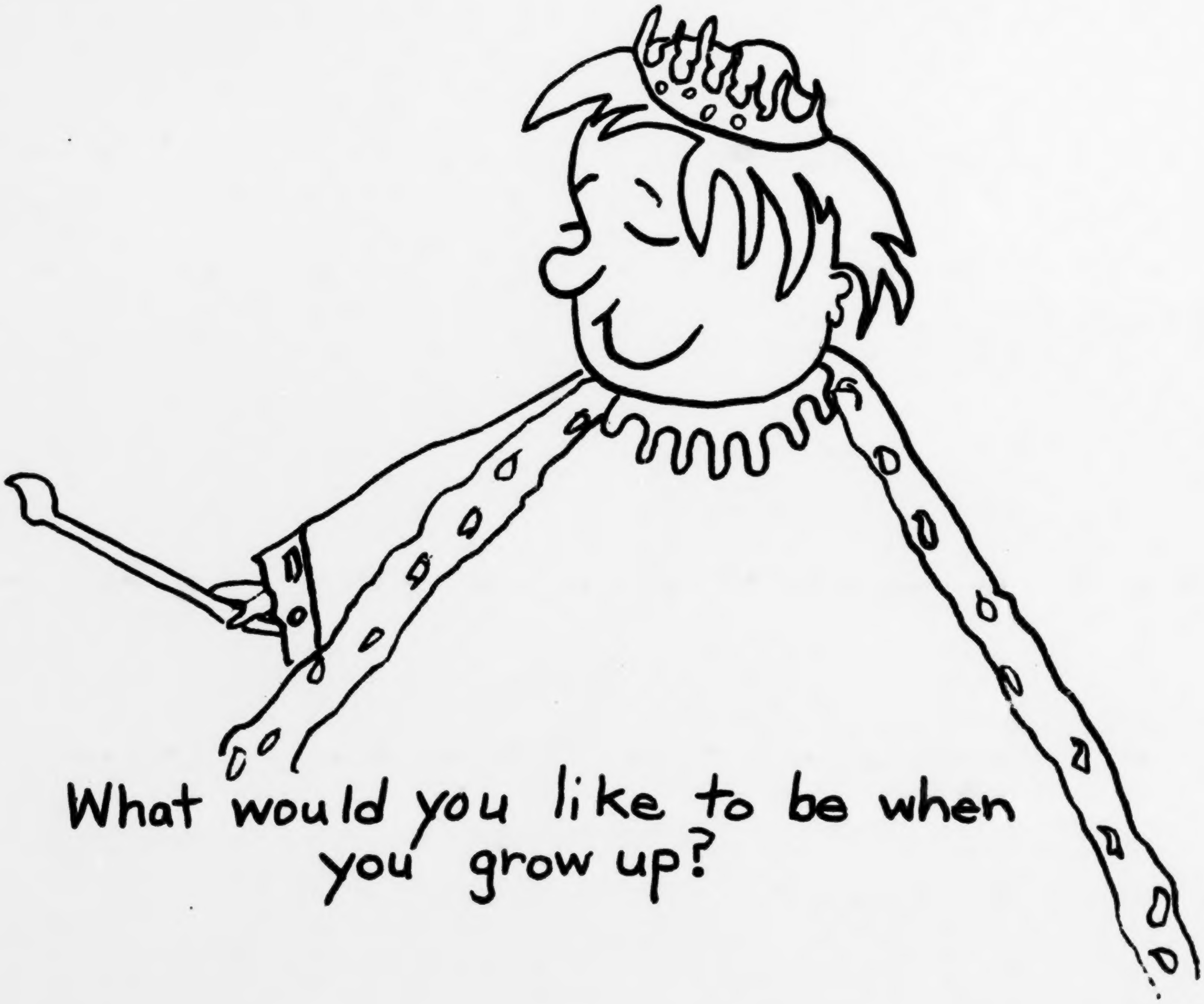
I love to feel, see, and hear...

(Make a list)

feel	see	hear

The worst thing I
ever did was





What would you like to be when you grow up?

TEACHER EVALUATION

Identify lesson and specify activity.

Lesson No.: ______________________ Lesson Title: __________________________

____

Check:

Content: Very appropriate _____ Somewhat appropriate _____ Not appropriate _____

Suggestions
for teacher: Very helpful _____ Somewhat helpful _____ Not helpful _____

Resources: Very helpful _____ Somewhat helpful _____ Not helpful _____

Evaluative Statement:

Suggestions for Revision: